



**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**DEPARTMENT OF ART AND ART HISTORY**  
**ART 311.03 – Topic 20 Approaches to Art Therapy**  
**Spring 2021**

Course Delivery Format:	<b>Online, synchronous</b>
Instructors: Email: Office Hours:	<p>Alan Briks MA, ATR-BC            university session al instructor contact e-mail: <a href="mailto:briks@ucalgary.ca">briks@ucalgary.ca</a>            (Alan Briks MA, ATR-BC Art therapy Clinical Services, Alberta            e-mail: <a href="mailto:a_bri@shaw.ca">a_bri@shaw.ca</a> ,telephone 403-270-7514</p> <p>Monica Wiebe, M.A., A.T.R., M.S.W., R.S.W.            Monica.wiebe@ucalgary.ca</p> <p>Office hours by appointment</p>
Day(s), time(s) and location of class:	Tuesdays and Thursdays, 13:00 to 15:45, online
Course description:	<p>This course intends to conform to the ‘Topics in Art’ description which states “Topics related to contemporary studio and curatorial practices such as spirituality, exhibitions, digital storytelling, new media, or public art”.</p> <p>Curatorial practices such as spirituality are well known in art therapy, where the spiritual dimension of art and art making in relationship to healing is acknowledged and embraced. While the art products of art therapy are rarely if at all 'exhibited' in relation to the realm of art therapy, on-going treatment and patient/client confidentiality, there is a wealth of art therapy research and literature including a multitude of books, journals and articles wherein the utilization of imagery and casework (obtained with ethical conditions and consent), provides a foundation to the development of art therapy research and theory. It is noteworthy that innovative partnerships between museums and the field of art therapy have emerged, for instance that between the Concordia University Department of Creative Arts Therapies and the Montreal Museum of Fine Arts. Digital communication and storytelling in art therapy is an important topic, which will be covered in the course. This would include, for instance, how digital media is being utilized at this time of a pandemic; digital means of self expression; new media which can include all forms of technology such as digital collage, illustrations, films, and photography which can be used by therapists to assist clients/patients in creating art as part of the process of therapy. Art therapy in Canada in recent years includes creating public spaces or ‘third spaces’ involving opportunities for art-making, dialogue, and skill-sharing between people of different socio-economic backgrounds, ages, cultures and abilities.</p> <p>Art therapy is a rapidly developing professional field of practice and research. Art therapy process occurs in the context of a therapeutic relationship, wherein both verbal and non-verbal communications of a person’s perceptions are encouraged. Therapeutic interventions are based on principles of the visual arts, art therapy theory, psychology and psychoanalysis. As a means of approach to personality assessment, brief, short or long term therapy with individuals, families or groups, art therapy is utilized in health care delivery systems such as hospitals, mental health clinics, schools, prisons and private practice. The clinical art therapist assists in the constructive integration of emotional material arising through visual imagery, facilitating psychological and psychosocial development.</p>

	<p>This course offers introductory perspectives on the history, purpose and practice of art therapy. It aims to acquaint students with the use of symbolic visual imagery and the creative process in relation to various aspects of clinical practice as well as through experiential exercises. This course will be of particular interest to students in fine arts, psychology, social work, education, nursing and medicine.</p> <p>Students in the course <b>will not</b> be able to practice art therapy or cite this course as training in art therapy. The goals of this course are educational, <b>not therapeutic</b> per se.</p> <p><b>Format:</b> The format of this 3-credit, 39-hour half course consists of the following:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminar discussion</li> <li>• Experiential workshop</li> <li>• Guest presenters (possibly)</li> <li>• Audio-visual material</li> <li>• Student presentations</li> </ul>
Prerequisites and/or co-requisites:	none
Course Objectives:	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop a basic understanding of the art therapy field.</li> <li>2. Gain knowledge about fundamental concepts and theory concerning the use of art and the creative process as a therapeutic medium.</li> <li>3. Enhance awareness and recognition of developmental and psychological features in visual imagery with relation to a variety of clinical and special needs populations.</li> <li>4. Develop understanding of art therapy processes through experiential activities.</li> <li>5. Obtain a foundation of the art therapy field, which may contribute to continued studies in art therapy.</li> </ol>
Required Textbooks and Readings:	<p>Participants are required to read the following:</p> <ol style="list-style-type: none"> <li>1. All chapters indicated below from the Handbook of Art Therapy (2012) edited by Cathy Malchiodi, which help to provide an overview of the art therapy field. Please read these chapters as soon as possible.</li> <li>2. The reading package is comprised of 'classical articles' from source authors, which have been selected/included in contributing toward your developing a foundation of understanding of the nature and essence of art therapy.</li> </ol> <p><b>1. The book chapters</b> to be read from Malchiodi, C.A. (Ed.), (2012). Handbook of Art Therapy, 2<sup>nd</sup> Edition. New York: The Guilford Press include the following:  Chapter 1: Vick, R.M., A brief history of art therapy (pp. 5-16).  Chapter 3: Malchiodi, C.A., Art therapy materials, media, and methods (pp. 27-41).  Chapter 4: Malchiodi, C.A., Art therapy in practice: Ethics, evidence, and cultural sensitivity (pp. 42-52).  Chapter 5: Malchiodi, C.A., Psychoanalytic, analytic, and object relations approaches, (pp. 57-74).  Chapter 6: Malchiodi, C.A., Humanistic approaches (pp. 75-88).  Chapter 7: Malchiodi, C.A., Cognitive-behavioural and mind-body approaches (pp. 89-102).  Chapter 8: Riley, S. &amp; Malchiodi, C.A., Solution-focused and narrative approaches (pp. 103-113).</p> <p><b>2. The reading package 'classical articles' include the following:</b>  Betensky, M. (1995). What do you see? Phenomenology of therapeutic art expression.</p>

London: Jessica Kingsley. The following two sections are included in this package:

- Part II (pp.29&30) Expression, the whole quality of art therapy.
- Ch.5 (pp. 68-82) Symbolic expression of colour.

Bettelheim, B. (1987, March). The importance of play. *Atlantic Monthly*, 259(3), 35-46.

Bucciarelli, A. (2016). Art therapy: A transdisciplinary approach. *Art Therapy: Journal of the American Art Therapy Association*, 33(3), 151-155.

Carolan, R. (2001). Models and paradigms of art therapy research. *Art Therapy: Journal of The American Art Therapy Association*, 18 (4), 190-206.

Glasberg, R. (1986). The use of fantasy in clinical assessment: Projective tests versus spontaneous art. *Canadian Art Therapy Journal*, 2(2), 1-17.

Hammer, E.F. (1980). Expressive aspects of projective drawings. In E.F. Hammer (Ed.), *The clinical application of projective drawings*. Springfield, IL: Charles C. Thomas, pp.59-79.

Jung, C.G. (1975). Contrasts between Freud and Jung. In *Critique of psychoanalysis*. Princeton, NJ: Princeton University Press, pp. 84-101.

Jung, C.G. (1972). The spirit in man, art and literature. Translation by R.F.C. Hull. *Times Literary Supplement*, (4), 225-232.

Keen, S. (1988, December). Stories we live by. *Psychology Today*, 43-48.

May, R. (1975). The nature of creativity. In *The courage to create*. (pp. 36-54). New York: W.W. Norton & Co.

McNiff, S. (2011). Artistic expression as primary modes of inquiry. *British Journal of Guidance and Counselling*, 39(5), 385-396.

McNiff, S. A. (1992). Talking with images. In S.A. McNiff (Ed.), *Art as medicine*. Boston & London: Shambhala, pp.105-118.

Milner, M. (1981). Appendix VI: Painting and symbols. In *On not being able to paint*. London: Neiman, pp.157-163.

Pearson, C. (1986). The hero's journey. In *the hero within: Six archetypes we live by*. Harper Row: San Francisco, pp.1-24.

Segal, H. (1991). Symbolism. In *Dream, phantasy and art*. London & New York: Tavistock/Routledge, pp.31-48.

Ulman, E. (1992, February). Art therapy: Problems of definition. *The American Journal of Art Therapy*, 30, 70-74.

Von Franz M.L. (1982). *An introduction to the interpretation of fairy tales*. Dallas, TX: Spring Publications, (pp.1-25).

Watkins, M. (1981). Six approaches to the image in art therapy. In Spring (Ed.), *An annual of archetypal psychology and Jungian thinking*. Dallas, TX: Spring Publications, (pp. 107-125).

**Resources including further related readings for your interest will be posted to D2L.**

Course Schedule:	<p><b>UNIT 1 – BACKGROUND AND CONCEPTS</b></p> <p>1.1 Introduction, Bibliography, Resources and Assignments  1.2 Social, adaptive and healing functions in primitive cultures  1.3 Origins of therapeutic art in mental health  1.4 Emergence of the field of art therapy  1.5 Problems of definition  1.6 Current approaches/applications to clinical practice</p> <p><b>UNIT 2 – CREATIVE PROCESSES IN THERAPEUTIC ART</b></p> <p>2.1 Components of creative visual expression  2.2 Communicative function of art  2.3 Creating order and form of the inner world  2.4 Artistic sublimation  2.5 Art as transitional object  2.6 Process of play in visual art  2.7 The symbol in art; art as symbol  2.8 Freud and Jung on symbol  2.9 Free association and spontaneous art</p> <p><b>UNIT 3 – UNDERSTANDING VISUAL IMAGERY</b></p> <p>3.1 Function of art for the child  3.2 Developmental aspects and psychological features in visual imagery  3.3 Art as story</p> <p><b>UNIT 4 – THERAPEUTIC PROCESS IN ART THERAPY</b></p> <p>4.1 Therapeutic relationship in art therapy  4.2 Interactional relationship between client, art and therapist  4.3 Developing self awareness and therapeutic transformation  4.4 Ethical considerations in art therapy  4.5 Art therapy research</p>
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## Assignments & Evaluation

Assignment	Description	Due Date	Worth
Article Review Presentation	Working with up to three other participants on one of the reading package groupings listed below, the aims of the article review presentation are: To provide a brief synopsis of author orientation, key points and argument(s) presented of each article; and to become acquainted with theoretical orientation of each of the article authors. It might be useful to do a simple Google search entering their name. Identify challenges you have experienced with the article(s). How might the articles' content relate to art therapy? What kind of interrelationship do you find between the articles in the grouping e.g., do you find their perspectives to be entirely distinct or in some way complimentary or adversarial in the views expressed? Is there a key point you have come across which in some way relates to an aspect of your own art practice?	Presentation dates are as follows: May 13, May 18, May 20, May 25, May 27, June 1, and June 3, 2021	25%

	<p>Choose a grouping of articles that appeals to you. We will try to sort out all of the article groups in the first or second class. Read through all 2-3 articles in your classical article section. Discuss with partners your impressions of the article and how the articles may in some respect connect with one another. With your co-presenters develop a strategy and for the presentation, possibly a 'panel' format'. Please give room for each participant to have equal presentation time. In the last ten minutes or so of the article review presenters will engage the class in discussion/question period concerning the articles reviewed. Plan beforehand an effective way of approaching this. The entire presentation including class discussion is to occur within a 30 minute time frame.</p> <p>Grading of the article review will be based on how the group as a whole manages with the aims and parameters of the presentation and may take into consideration individual merit.</p> <p>No written paper is required. Beyond the Google search re author orientation, if any other references to literature outside of those presented to the class are utilized please provide such references to the instructors.</p> <p>Class members, please do your best to read the 2-3 articles presented prior to each presentation in order to participate in the discussion/question period.</p> <p><b>Article Review Presentation:</b> The 'classical articles' readings are arranged under descriptive headings and include two or three articles per grouping. These groupings are:</p> <p><b>1. Art and Creativity</b> May, R. (1975). The nature of creativity. Bettelheim, B. (1987, March). The importance of play. Milner, M. (1981). Paintings and symbols.</p> <p><b>2. Defining Art Therapy</b> Ulman, E. (1992). Art therapy: Problems of definition. Watkins, M. (1981). Six approaches to the image... Bucciarelli, A. (2016). Art therapy: A transdisciplinary approach.</p> <p><b>3. Our Stories</b> Pearson, C. (1986). The hero's journey. Von Franz M.L. (1982). An introduction to the interpretation of fairy tales Keen, S. (1988, December). Stories we live by.</p> <p><b>4. Art &amp; Symbol</b> Segal, H. (1991). Symbolism. In Dream, phantasy and art. Jung, C.G. (1975). Contrasts between Freud and Jung. Jung, C.G. (1972). The spirit in man, art and literature.</p> <p><b>5. Art with Regards to Assessment</b></p>		
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	<p>Glasberg, R. (1986). The use of fantasy in clinical assessment.</p> <p>Hammer, E.F. (1980). Expressive aspects of projective drawings.</p> <p><b>6. On Notable Art Therapy Approaches/ Techniques</b></p> <p>McNiff, S. A. (1992). Talking with images.</p> <p>Betensky, M. (1995). What do you see? Phenomenology of therapeutic art expression.</p> <p><b>7. Outlooks on Art Therapy Research</b></p> <p>McNiff, S. (2011). Artistic expression as primary modes of inquiry.</p> <p>Carolan, R. (2001). Models and paradigms of art therapy research.</p>		
Workshop Paper	<p>Experiential workshops will occur in the latter parts of some classes, beginning Thursday May 6<sup>th</sup>. Content of the workshop paper is to focus on subjective responses to 2 or 3 of the art exercises. This could include your impression of how this exercise might work in an art therapy context, and any connection to your own art practice. The text, which is to be a maximum of 4 double spaced pages in length, should include personal reflection about the experience as well as relevant comments related to course readings and external references if applicable.</p>	May 25, 2021	25%
Group Project	<p>By Tuesday May 25, participants will begin preparation for a group project. Selected topics to be researched will be the students' choice related to a specific area of art therapy theory or practice. The project will be presented in a small group format of 3-4 students per group. Possible topics might be directed to a specific art therapy technique; art therapy with a specific treatment population; art therapy with new media; an approach to symbolism; an art therapy approach (i.e. Jungian, Existential, Gestalt, etc.); or art therapy ethics. Please consult the instructors with your topic choice before proceeding. In addition to course readings, you are encouraged to locate and make reference to articles, books and journals found in the library and externally. For presentation format, consider a brief outline of your presentation topic (approximately 2 or 3 pages) including specific references and page numbers of literature utilized. The outline should be distributed by an assigned member from each group to the instructors and class members for their reference. The outline should identify the specific topic area that your group will be addressing; summary of literature/theory addressed; concise description of aims and content of the presentation; conclusion; research implications (if applicable); suggestions for further study/readings. The presentation will be 30 minutes in duration. Presentations will take place on June 15 and June 17, 2021. Evaluation will be based on relevance of content, clarity and depth of presentation, organization, creativity and submitted outline. A grade will be assigned for the group as a whole. Only a modest proportion of class time will be devoted to preparation.</p>	June 15 & 17, 2021	25%

<b>Final Exam</b>		During exam period of June 21 – June 23	25%
Registrar Scheduled Final Exam:	No aids are permitted for the final exam.		
Assessment expectations:	<p><u>Guidelines for Submitting Assignments:</u> All assignments are to be submitted through the D2L drop box.</p> <p><u>Missed or Late Assignments:</u> All assignments are due on the date specified above by 11:59PM. Unless otherwise negotiated, the final grade on late assignments will be reduced by 2% of the final grade for each 24-hour period (or portion thereof) following the deadline for submission of the assignment. No assignment will be accepted if it is 5 or more days late.</p> <p><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p>		
Additional Costs and Information:	<p><b>Required is a set of paints.</b> This may be either cake or tube watercolours, gouache, or acrylic paints. In addition are the following: markers e.g. Crayola non-toxic multicolour set of 10 or 12; art pencils; coloured pencil crayon set of 10 or 12; charcoal or conte; oil pastel set of 12 and possibly chalk pastels; a small amount of clay or something similar to plasticiene; anything a student might wish to use as an art material. Importantly a separate lined journal similar to a Hilroy notebook is required; students may need 2 or 3 writing journals. Essential is a pad of 18x24 or 16x20 Bond or multimedia paper; watercolour paper of similar size is optional; 9x12 copy paper – approximately 15 or so pages. Instructions will be provided for materials on a weekly basis prior to workshops.</p> <p><b>Any new course information will be announced in class and posted to D2L</b></p>		
Portfolios and Assignments:	The Dept of Art and Art History will not assume responsibility for lost or stolen portfolios or course work given to instructors for grading.		

## Other Important Dates

Last day to drop course without financial penalty	Tuesday, May 11 2021
End of refund period	Tuesday, May 11 2021
Last day to add/swap course	Tuesday, May 11 2021
Tuition and fee payment deadline	Friday, May 14 2021
Last day to withdraw from course	Thursday, June 17 2021

## Grading Method and Grading Scale

Percentage	Grade	G.P.V.	Grade Definition
96-100	A+	4.0	Outstanding
90-95	A	4.0	Excellent-superior performance, showing comprehensive understanding of subject matter.

85-89	A-	3.7	
80-84	B+	3.3	
75-79	B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete.
70-74	B-	2.7	
65-69	C+	2.3	
60-64	C	2.0	Satisfactory – basic understanding of the subject matter.
55-59	C-	1.7	
53-54	D+	1.3	
50-52	D	1.0	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Fail – unsatisfactory performance or failure to meet course

Learning Technologies and Requirements:	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (<a href="http://d2l.ucalgary.ca">d2L.ucalgary.ca</a>).</p> <p>To successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> <li>• A computer with a supported operating system, as well as the latest security, and malware updates</li> <li>• A current and updated web browser</li> <li>• Webcam (built-in or external)</li> <li>• Microphone and speaker (built-in or external) or headset with microphone</li> <li>• Current antivirus and/or firewall software enabled</li> <li>• Broadband internet connection</li> </ul>
Campus Mental Health Resources:	<p><a href="#">SU Wellness Centre</a> and the <a href="#">Campus Mental Health Strategy</a></p> <p>Counselling and mental health support services are offered through Student Wellness Services. During COVID-19, you can access counselling services remotely via Skype for Business, Microsoft Teams and telephone. Single Session Counselling appointments are available on a bookable basis. Book an appointment online or call 403-210-9355. For access to mental health support, email <a href="mailto:sar@ucalgary.ca">sar@ucalgary.ca</a>. If you are a student in immediate distress, please contact the centre's after-hours partners:</p> <p>The Distress Centre:</p> <ul style="list-style-type: none"> <li>• Call 403-266-4357, available 24/7.</li> <li>• Visit the Distress Centre website to access online chat from 3–10 p.m. on weekdays and 12–10 p.m. on weekends.</li> </ul> <p>For additional crisis support from Wood's Homes Community Support Team:</p> <ul style="list-style-type: none"> <li>• Call 403-299-9699 or 1-800-563-6106, available 24/7.</li> <li>• Text 587-315-5000 between 9 a.m. and 10 p.m.</li> <li>• Visit Wood's Homes website for live chat between 9 a.m. - 10 p.m.</li> </ul>
Academic Standing:	For more information go to <a href="http://www.ucalgary.ca/pubs/calendar/current/f.html">http://www.ucalgary.ca/pubs/calendar/current/f.html</a>
Academic Accommodation:	It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is



	<p>available at <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<a href="https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf">https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf</a>). 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.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a></p>
Academic integrity, plagiarism:	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For more information go to <a href="http://www.ucalgary.ca/pubs/calendar/current/k.html">http://www.ucalgary.ca/pubs/calendar/current/k.html</a> or <a href="http://www.ucalgary.ca/pubs/calendar/current/e-2.html">http://www.ucalgary.ca/pubs/calendar/current/e-2.html</a> Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a></p>
Internet and electronic communication device:	<p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time.</p> <p>Students are responsible for being aware of the University's Internet and email use policy, which can be found at <a href="https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf">https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</a></p>
Deferral of Term work and exams	<p>For more information about deferring a final exam go to <a href="https://www.ucalgary.ca/registrar/exams/deferred-exams">https://www.ucalgary.ca/registrar/exams/deferred-exams</a></p> <p>For more information about deferral of term work go to <a href="http://www.ucalgary.ca/pubs/calendar/current/g-7.html">http://www.ucalgary.ca/pubs/calendar/current/g-7.html</a> <a href="https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/14/deferred_termwork-feb-2020_revised.pdf">https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/14/deferred_termwork-feb-2020_revised.pdf</a></p>
Intellectual Property & Copyright:	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<a href="https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf">https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf</a>) and requirements of the copyright act (<a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including presentations, textbooks, posted notes, labs, case studies, assignments, and exams).</p> <p>Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a></p>

Freedom of Information and Protection of Privacy:	<p>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.</p> <p>For more information go to <a href="https://www.ucalgary.ca/registrar/student-centre/privacy-policy">https://www.ucalgary.ca/registrar/student-centre/privacy-policy</a></p>
Ethics	<p>Whenever you perform research with human participants (i.e., surveys, interviews, or observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research.</p> <p>For more information go to <a href="http://www.ucalgary.ca/pubs/calendar/current/e-5.html">http://www.ucalgary.ca/pubs/calendar/current/e-5.html</a> or <a href="https://www.ucalgary.ca/research/researchers/ethics-compliance/chreb">https://www.ucalgary.ca/research/researchers/ethics-compliance/chreb</a></p>
Additional Student Support:	<p>Please visit this link for important information on UCalgary's student wellness and safety resources: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a></p>
Arts Students' Centre Program Advising	<p>Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at 403-220-3580 or email us at <a href="mailto:ascarts@ucalgary.ca">ascarts@ucalgary.ca</a>.</p> <p>You can also visit the Faculty of Arts website at <a href="http://arts.ucalgary.ca/undergraduate">http://arts.ucalgary.ca/undergraduate</a> which has detailed information on common academic concerns.</p>