



SPRING 2020

Course Number	SOWK 614.01 S03	Classroom	Online delivery
Course Name	Advanced Trauma-informed practice with Indigenous People and Communities		
Days & Time	May 6 - June 17, 2020	Zoom Circles: Tuesdays 6:00 – 8:00 pm	May 12, 19 & 26 June 2, 9 and 16
Instructor	Kathleen Gorman	Office Hours	By appointment
E-mail	kmgorman@ucalgary.ca		

SYLLABUS STATEMENT

SOWK 614.01: Advanced Trauma-Informed Practice with Indigenous People and Communities

Focuses on the nature of historical, multigenerational, and contemporary dynamics that impact Indigenous people through an examination of the traumatic experiences of colonization, residential schools, and rampant child welfare apprehensions, cultural suppression, and discrimination.

Provides a trauma-informed lens that tailors assessments and interventions that are culturally sensitive and appropriate.

COURSE DESCRIPTION

The history of Euro-Canadian colonial and assimilation practices has had profound effects on Indigenous people of Turtle Island (North America). This course will explore how traumatic events and experiences by Indigenous people and their communities have been impacted by colonization, Settler ideologies as well as historical and contemporary policies by the Canadian government. The impacts of this history are numerous, complex and inter-related. We will examine and identify how these factors contributed to historical, intergenerational, childhood, situational, and collective trauma within Indigenous populations. This course will encourage students to synthesize previous course material on the fundamentals of trauma and the implications of traumatic experiences throughout an individual's lifespan within the context of Indigenous realities and considerations as an Indigenous ally. Students will identify self-location and develop an Indigenous ally framework for assessments, intervention tools and methodologies that is culturally responsive and supports decolonizing, trauma-informed social work practices.

COURSE LEARNING OUTCOMES

1. Examine and state personal identity and awareness of privilege and power in self and society through an anti-oppressive lens.
2. Understand colonial history and recognize historic and contemporary impacts to Indigenous peoples and communities.
3. Identify and define historic and collective trauma, intergenerational trauma transmission, and situational trauma within an Indigenous context.
4. Examine the differences in paradigmatic perspectives between Western and Indigenous worldviews on wellness and reflect on how these differences can form a barrier to trauma-informed services for Indigenous people who seek mental health support.

5. Demonstrate synthesizing of prior course learning that supports cultural safety and decolonizing trauma work in assessment, intervention and therapy approaches.
6. Understand and develop an Indigenous ally framework for assessments, intervention tools and methodologies for trauma-informed clinical practice that aligns with Indigenous worldviews.
7. Demonstrate ways to decolonize social work skills for clinical practice at individual, family, group, organization, community and population levels when working with Indigenous populations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- Linklater, R. (2014). *Decolonizing trauma work: Indigenous stories and strategies*. Halifax & Winnipeg: Fernwood Publishing.
- Baskin, C. (2016). *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions*. Canadian Scholars' Press. **Chapters 10 and 17** (will be posted on D2L)
- Borell, B., Moewaka Barnes, H., & McCreanor, T. (2018). Conceptualising historical privilege: the flip side of historical trauma, a brief examination. *AlterNative: An International Journal of Indigenous Peoples*, 14(1), 25-34.
- Duran, E., & Firehammer, J. (2016). Injury Where Blood Does Not Flow. In *Indigenous Cultures and Mental Health Counselling* (pp. 137-154). Routledge.
- Elliott, A. (2019). *A Mind Spread Out on the Ground*. Doubleday Canada. P. 8-15 (will be posted on D2L)
- Fortier, C., & Hon-Sing Wong, E. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies*, 9(4), 437-456.
- Gone, J.P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for Indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50(5), 683-706.
- Lavallee, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health and healing for Indigenous people in Canada. *International Journal of Mental Health and Addiction*, 8(2), 271-281.
- McGuire-Kishebakabaykwe, P. D. (2010). Exploring resilience and Indigenous ways of knowing. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, 8, 117.
- Sinclair, J. M. (2016). TOWARDS A NEW RELATIONSHIP.
https://www.bcasw.org/wp-content/uploads/2011/06/Reconciliation-Toolkit-Final_May-11.pdf

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 and speaker/sound is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is one of component in a four-course Advanced Trauma-Informed Practice specialization. In this course we examine the comprehensive framework of historic trauma and the intergenerational transmission of trauma into contemporary Indigenous context.

Readings/Assignments Due		
<p>Week 1 May 11-15</p> <p>Initial Zoom Circle: May 12 6 – 8 pm</p> <p>Talking Circle Postings due May 15 at 11:59 pm</p>	<ul style="list-style-type: none"> • Opening, Introductions and layout of the course • Understand colonial history and recognize impacts to Indigenous peoples and communities 	<p>Text: Linklater, R. (2014). <i>Decolonizing trauma work: Indigenous stories and strategies</i>. Fernwood Publishing. Prologue and Chapter 1 (pp. 9 – 46)</p> <p>Sinclair, J. M. (2016). TOWARDS A NEW RELATIONSHIP. https://www.bcasw.org/wp-content/uploads/2011/06/Reconciliation-Toolkit-Final_May-11.pdf Section 1</p> <p>Articles: Borell, B., Moewaka Barnes, H., & McCreanor, T. (2018). Conceptualising historical privilege: the flip side of historical trauma, a brief examination. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 14(1), 25-34.</p> <p>Video Webinar: Makokis, P. & Greenwood, M. (April 24, 2017) https://www.nccih.ca/495/Webinar_What_s_new_is_really_old_Trauma_informed_health_practices_through_an_understanding_of_historic_trauma.nccih?id=205</p> <p>Talking Circle Questions will be posted on D2L</p>
<p>Week 2 May 18 – 22</p> <p>Live Zoom Circle (will not be recorded): May 19 6 – 8 pm</p> <p>Talking Circle Postings due May 22 at 11:59 pm</p>	<ul style="list-style-type: none"> • Practicing Decolonizing Trauma Work • Guest Speaker Darlene Auger 	<p>Text: Linklater, R. (2014). <i>Decolonizing trauma work: Indigenous stories and strategies</i>. Fernwood Publishing. Chapter 2 (pp. 51-72)</p> <p>Articles: Baskin, C. (2016). <i>Strong helpers' teachings: The value of Indigenous knowledges in the helping professions</i>. Canadian Scholars' Press. Chapter 10 (pp. 191-209) Mental Health as Connected to the Whole</p> <p>Fortier, C., & Hon-Sing Wong, E. (2019). The settler colonialism of social work and the social work of settler colonialism. <i>Settler Colonial Studies</i>, 9(4), 437-456.</p> <p>Video: Mossbag and Swing Teaching, Darlene Auger https://youtu.be/kEn_pyJYi0g</p> <p>Talking Circle Questions will be posted on D2L</p>

<p>Week 3 May 25-29</p> <p>Live Zoom Circle (will not be recorded): May 26 6 – 8 pm</p> <p>Talking Circle Postings due May 29 at 11:59 pm</p>	<ul style="list-style-type: none"> Indigenous Perspectives on Wellness and Wholistic Healing Guest Speaker Wanda Gabriel 	<p>Text: Linklater, R. (2014). <i>Decolonizing trauma work: Indigenous stories and strategies</i>. Fernwood Publishing. Chapter 3 (pp. 74 – 99)</p> <p>Articles: Duran, E., & Firehammer, J. (2016). Injury Where Blood Does Not Flow. In <i>Indigenous Cultures and Mental Health Counselling</i> (pp. 137-154). Routledge.</p> <p>McGuire–Kishebakabaykwe, P. D. (2010). Exploring resilience and Indigenous ways of knowing. <i>Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health</i>, 8, 117.</p> <p>Video Webinar: Yellow Bird, M. (2014) Decolonizing the Mind. Vimeo https://vimeo.com/86995336</p> <p>Talking Circle Questions will be posted on D2L</p>
<p>Week 4 June 1-5</p> <p>Zoom Circle: June 2 6 – 8 pm</p> <p>Talking Circle Postings due June 5 at 11:59 pm</p>	<ul style="list-style-type: none"> Psychiatry and Indigenous Peoples Carrie LaVallie Pre-recorded guest speaker 	<p>Text: Linklater, R. (2014). <i>Decolonizing trauma work: Indigenous stories and strategies</i>. Fernwood Publishing. Chapter 4 (pp. 101 – 131)</p> <p>Articles: Elliott, A. (2019). <i>A Mind Spread Out on the Ground</i>. Doubleday Canada. P. 8-15 (will be posted on D2L)</p> <p>Gone, J.P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for Indigenous culture as mental health treatment. <i>Transcultural Psychiatry</i>, 50(5), 683-706.</p> <p>Suggested Reading: Moon-Riley, K. C., Copeland, J. L., Metz, G. A., & Currie, C. L. (2019). The biological impacts of Indigenous residential school attendance on the next generation. <i>SSM-population health</i>, 7, 100343.</p> <p>Talking Circle Questions will be posted on D2L</p>
<p>Week 5 June 8-12</p>	<ul style="list-style-type: none"> Indigenous Strategies for Helping and Healing 	<p>Text: Linklater, R. (2014). <i>Decolonizing trauma work: Indigenous stories and strategies</i>. Fernwood Publishing. Chapter 5 (pp. 132-157)</p> <p>Articles:</p>

<p>Zoom Circle: June 9 6 – 8 pm</p> <p>Talking Circle Postings due June 12 at 11:59 pm</p>		<p>Baskin, C. (2016). <i>Strong helpers' teachings: The value of Indigenous knowledges in the helping professions</i>. Canadian Scholars' Press. Chapter 17 (pp. 373-391) So You Wanna be an Ally? (will be posted on D2L)</p> <p>Lavallee, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health and healing for Indigenous people in Canada. <i>International Journal of Mental Health and Addiction</i>, 8(2), 271-281.</p> <p>Suggested Reading: Brigden, K. (2018). Becoming an ally: Intersections of indigenous worldviews and clinical social work practices within Carrier Sekani Family Services. doi:10.24124/2018/58828</p> <p>Talking Circle Questions will be posted on D2L</p>
<p>Week 6 June 15-19</p> <p>Zoom Circle: June 16 6 – 8 pm</p> <p>No Talking Circle Postings this week.</p>	<ul style="list-style-type: none"> • A Decolonizing Journey • Closing Circle 	<p>Text: Linklater, R. (2014). <i>Decolonizing trauma work: Indigenous stories and strategies</i>. Fernwood Publishing. Chapter 6 (pp. 158-162)</p> <p>Sinclair, J. M. (2016). TOWARDS A NEW RELATIONSHIP. https://www.bcasw.org/wp-content/uploads/2011/06/Reconciliation-Toolkit-Final_May-11.pdf Sections 2 and 3</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

Assumptions underlying Course

1. Each of us has different motivations for and interests in learning about the course material. Similarly, each of us will have unique reactions to the topics and materials we examine. As students and participants in our virtual classroom, it is our collective responsibility to create an environment in which our diverse experiences, perspectives, and response can be presented safely and addressed in a respectful manner.
2. Students feel that they have a voice and that when they speak people listen with open minds and hearts.
3. Everyone is changed in some way by the process (students and faculty) with reference to a deepened understanding of their own social and personal location regarding multiple dimensions of culture and practice.
4. Every student in the class is a potential teacher and learner.
5. Students own their own biases, rather than attribute a negative characteristic to a social group or to a member of that group. The virtual classroom should be free from prejudice and discrimination.

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media recording for assessment of student learning

The instructor may use 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.

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Talking Circle Question of the week discussion board posting	Students are expected to participate in weekly videoconferencing sessions via Zoom and to engage in the Talking Circles on the D2L discussion board. Students will respond to 3 out of the 5 weekly questions and while encouraged to reply to peers’ posts, this is not required. Posts must be brief (Max. 250 words), meaningful, reflect personal learnings, course materials, and/or Indigenous Teachings and ways of knowing, identify implications for decolonizing, trauma-informed clinical practice in consideration of Indigenous content covered, and personal significance to topic. Details and rubric	Due Friday of each week by 11:59 pm	25 %	1 - 7

	will be posted online when discussion boards open.			
Assignment 2- How to be a “decolonizing trauma” clinical social worker	<p>The 7 Grandfather Teachings are Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth. Each teaching honours one of the basic virtues intrinsic to a full and healthy life. Having conversation around what these teachings look like for Indigenous Peoples helps towards understanding certain ways-of-being that aren't necessarily the same in mainstream society.</p> <p>Many Indigenous Nations follow these 7 Sacred Teachings and you can find reliable sources on-line, or perhaps you have a relationship with an Elder or Knowledge Keeper who has given you these teachings already. Reflect on each of the 7 teachings, how might you embed them into your clinical social work journey to decolonize trauma? Write a short story that incorporates each of the teachings as steppingstones on the path to be a “decolonizing trauma” clinical social worker in our services and mainstream society today.</p> <p>This is meant to be a free expression writing assignment however if you weave sources into your story, they need to be cited appropriately. Details and rubric will be posted on D2L.</p> <p>LENGTH: Maximum 4 pages, excluding title page, references, double spaced, APA 7th Ed. formatting is required.</p>	Due June 2 @ 11:59 pm	35%	1,4,5,6,7
Assignment 3 Western and Indigenous approaches to trauma- informed clinical social	<p>The purpose of this assignment is to provide students the opportunity to apply a trauma informed lens to a past or perceived practice scenario in order to demonstrate and deepen the integration of theory and practice. Drawing on experiences in class and engagement with course materials:</p>	Due June 18 @11:59 pm	40% Part A: 15% Part B: 25%	4, 5,6,7

<p>work (Part A & B)</p>	<p>Consider a scenario from past practicum/work, literature, film, TV or personal experience. Design a case scenario. You may choose to build upon the case conceptualization you have presented in SOWK 610 or 612 if that fits with this assignment. (Check with the Instructor).</p> <p>PART A – WESTERN APPROACHES and TIP: In your case scenario provide a detailed analysis of presenting concerns, assessment protocols, tools and diagnosis with a treatment plan that encompasses TIP; that you would implement in your clinical social work practice within a western approach paradigm. (2 pages maximum)</p> <p>PART B: INDIGENOUS APPROACHES AND TIP: The second component is to provide a comparative analysis of your case scenario with Indigenous approaches and TIP. Using the information from the course readings, videos, guest speakers, your professional/personal experiences, and other teachings you may have received and carry, address your assessment, diagnosis and treatment from the lens as an Indigenous ally or as an Indigenous person including your critical reflection.</p> <p>Discuss what might be an appropriate fit, and what might be a way forward in an intervention or approach to support the Indigenous person or family in the scenario. Make sure you are able to support the approach you are taking from an Indigenous ally framework or from an Indigenous social worker perspective. Include how Indigenous worldviews may be incorporated into the scenario; what would cultural safety look like; how might historical, collective trauma experiences be reflected in attachment, trauma, and resiliency in</p>			
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	<p>this case scenario; how would a trauma-informed lens, together with your own social location, beliefs, values, and assumptions, shape your clinical social work practice in this scenario and, in light of your beliefs, values, and assumptions, and your relative position of power, what you would do as a clinical social worker to ensure an ethical use of self when working with Indigenous individuals, families and communities.</p> <p>Via your case scenario, the overall purpose of this assignment is for you to articulate how Western approaches and Trauma-Informed Practice theories may or may not apply or how they might be modified, if at all, to align with Indigenous Peoples worldviews on healing as well as their contextual realities in Canada. Key concepts, traditional ways of knowing/healing and theoretical perspectives should be identified as appropriate for the direction of your paper. (8 pages maximum)</p> <p>LENGTH: Maximum 10 pages, excluding title page, references, double spaced, APA 7th Ed. formatting is required.</p>		
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General Grading Criteria:

The following criteria shall generally apply to all written assignments.

- a. Timeliness: It is expected that all assignments will be turned in on their due date. Out of respect for your colleagues, late assignments will be deducted by ten percent for each day the assignment is late unless arrangements are made **at least 72 hours prior to the due date**.
- b. Critical Thinking and Reflection: Students are expected to demonstrate critical thinking in relation to their appraisal of concepts presented in class and course readings (see also Professional Conduct). Students are expected to demonstrate their ability to identify bias and evaluate personal assumptions.
- c. Technical Merit: Writing is expected to be of graduate student quality, which means concise, coherent and well organized with citations for all data and other referenced ideas. Students are expected to submit assignments that are clearly written, logically structured and able to convey desired meaning. Students are expected to use proper grammar and punctuation. In demonstrating mutual respect for the contributions of others, students are expected to cite all sources of information using APA (7th edition) guidelines for citations and references. As noted

in the University Calendar, students may be subject to serious penalties for academic misconduct. Plagiarism is one form of academic misconduct, which “involves submitting or presenting work in a course as if it were the student’s own work.” Students are also expected to comply with the word/page limitations specified for each assignment.

- d. **Professional Conduct:** As members of the University community, students and staff are expected to demonstrate conduct that is consistent with University and Faculty codes specified in the University of Calgary Calendar. The specific expectations cited in the Calendar include:
- respect for the dignity of all persons;
 - fair and equitable treatment of individuals in our diverse community;
 - personal integrity and trustworthiness;
 - respect for academic freedom; and,
 - respect for personal and University/Host Institution property.

GRADING			
University of Calgary Faculty of Social Work, Central and Northern Alberta Region MSW Graduate Grading System 2019- 2020			
Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below “B-” are indicative of failure at the graduate level and cannot be counted towards 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
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.			
WITHDRAWAL DATES			
No refunds for withdrawal from six-week spring session half-courses after May 12, 2020. The last day for registration and changes of registration for six-week spring session half-courses is May 12, 2020. The last day to withdraw with permission from six-week spring session half-courses is 4:00 p.m. on June 17, 2020. The deadline to withdraw with permission from spring session block courses is 4:00 p.m. on the last business day prior to the end of the block course. The Undergraduate Academic Schedule for 2020-2021 can be viewed at			

<http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

May be posted 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 Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

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). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**