



CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE [[version 10.JUN.2024](#)]

GENERAL INFORMATION			
Course Acronym and Number	MDCH 700		
Course Title	Public and Patient Engagement in Health Research		
Pre/Co-Requisites	Registration in the Community Health Sciences graduate education program (MDCH) and/or consent of the instructors and MDCH Graduate Program Director		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Dr. Maria J. Santana, Dr. Paul Fairie	E-mail	mjsantan@ucalgary.ca ; pfairie@ucalgary.ca
Office Location	CWPH 3 rd floor	Office Hours	Tuesdays, 10-11 am; on Zoom
Instructor E-mail Policy	Students are welcome to contact the instructors throughout the course.		
Telephone No.	n/a		
TA Name(s)	n/a	E-mail	n/a
Class Term	Fall 2024;		
Class Days and Times	Mondays, 9:00 AM to 11:45 AM		
Class Location	This class is offered as synchronous sessions over Zoom during the term, as per the course schedule.		

This course will take place online, via Zoom, with some communications using Desire2Learn (D2L) (for assignment posting, submissions and class communications). To best succeed in the course, students should expect to attend all of the synchronous sessions, prepare for class using the readings and reflecting on the topic in advance, as well as completing the assignments in a timely fashion.

COURSE INFORMATION/DESCRIPTION OF THE COURSE
<p>In response to Canada’s Strategy for Patient-Oriented Research (SPOR), where “patients, researchers, health care providers and decision-makers [should] actively collaborate to build a sustainable, accessible and equitable health care system and bring positive changes in the health of people living in Canada” [citation], this course will build leadership capacity for ensuring patients can be meaningfully involved in setting priorities and producing knowledge used to improve health care practice, therapies and policies [citation].</p> <p>More specifically, this course will teach key concepts, principles, and themes involving public and patient engagement in health research, and consider how both researchers and patients can actively collaborate as partners in health research</p>



as well as knowledge translation efforts with the goal of improving health outcomes and an enhanced health care system.

Pre-requisites: Registration in the Community Health Sciences graduate education program (MDCH) and/or consent of the instructors and MDCH Graduate Program Director.

LEARNING RESOURCES/REQUIRED READING

The required readings are listed by week in the class schedule.

Any other appropriate learning resources will be shared throughout the term on D2L.

COURSE OBJECTIVES/LEARNING OUTCOMES

Using instructor and guest expert lectures, active participation by the class, community engagement, small group activities, and classroom discussion grounded in patient engagement best practices, this course provides learners with an introductory understanding of public and patient-engagement in health research. By the end of the course, learners should be able to:

1. Describe the importance and impact of engaging the public and patients in health research and its relevance to health care and knowledge generation.
2. Recognize the centrality of patient engagement in patient-oriented research.
3. Practice research planning to engage patients as partners in research projects and being an active patient partner.
4. Teach others about concepts in patient engagement in a variety of research areas related to health.
5. Implement best practices in patient engagement in their own projects.

COMMUNICATION

Brightspace (By D2L) is located on the University of Calgary server and will be used extensively for communication with Students. A link to the zoom class will be provided on D2L. It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive e-mails sent by instructors or fellow students through D2L. Only your @ucalgary.ca e-mail address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account. If you need help accessing or using Desire2Learn or Zoom, please visit: ELearn @ UCalgary "

LEARNING TECHNOLOGY REQUIREMENTS



To successfully engage in learning experiences at the University of Calgary, students taking online, remote, or blended courses **are required** to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates.
- A current and updated web browser.
- Webcam (built-in or external).
- Microphone and speaker (built-in or external), or headset with microphone.
- Current antivirus and/or firewall software enabled.
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker, and microphone.

Please see the following detailed explanation of the [minimal required technology for online learning](#).

A laptop, desktop, tablet, or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the [Desire2Learn resource page for students](#).

TERRITORIAL LAND ACKNOWLEDGEMENTS

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays 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, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

GRADING SYSTEM/CUT POINTS FOR GRADES

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows

Grade	Grade Point Value	Percentage Conversion	Graduate Description
A+	4.00	95-100	Outstanding
A	4.00	85-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	80-84	Very Good Performance
B+	3.30	75-79	Good Performance

B	3.00	70-74	Satisfactory Performance
B-	2.70	65-69	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	55-64	All grades below "B-" are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements
C	2.00	50-54	

Assessment Components: The University policy on grading-related matters is outlined in the Academic Calendar .			
Assessment Methods	Description	Weight %	Due Date and Time (in Mountain Time)
Assignment 1 (Written, short answers)	Key terms and definitions in patient engagement	10%	Wed Oct 2, 5 pm (through D2L)
Assignment 2 (Oral presentation)	Oral Presentation: Present the paper assigned during the class and lead a discussion	20%	Once during term (Sep 16 – Nov 4, in class)
Assignment 3 (Written, short paper)	Written: Critical appraisal assignment on Public and Patient Engagement study (4 pages, 1000 words maximum)	20%	Wed Oct 23, 5 pm (through D2L)
Assignment 4 (Oral presentation)	Final Oral Presentation: Report on an envisioned Public and Patient Engagement study and methods adopted for successful execution	20%	Once during term (Nov 18 or 25, in class)
Assignment 5 (Written, reflexive paper)	Written: Reflexive, summative paper on personal and professional growth demonstrating an understanding of the topics covered (8 pages, 2000 words maximum)	30%	Wed Dec 4, 5 pm (through D2L)

ASSESSMENT AND EVALUATION INFORMATION
<p>As per UCalgary's Attendance Policy:</p> <p><i>“Regular attendance is advised for students in all courses and there is no regulation that precludes an instructor from taking attendance in the class. The University has directed that attendance will not be considered when assessing a student’s grade except in courses where class participation is a required component of the course. In these cases, if a student is absent from a course the student may be asked to provide documentation regarding the absence.”</i></p> <p>ATTENDANCE AND PARTICIPATION EXPECTATIONS:</p>

100% attendance and regular participation in weekly sessions is strongly encouraged. Meaningful patient engagement involves deliberation and consideration, and active participation in class is part of practicing the skills of engaging patients and the public. Students should be willing to engage with the material presented and with other learners with the intent to learn and improve their understanding of patient-oriented and engaged research, with the aim to become a leader within their community of practice to enhance relationships and engagement with patients and the health care system.

GUIDELINES FOR SUBMITTING ASSIGNMENTS:

Assignments must be uploaded to D2L by 4pm on the specified due date. Assignments received after the due date will be considered late by one day and penalized 10%. Each additional 24-hour period after that will result in an additional 10% reduction. Assignments submitted 10 calendar days or more after the due date will be refused and the learner will receive a score of zero for the assignment.

Students may submit assignments without penalty under the following circumstances:

- The student has discussed the timelines with the course instructor in advance of the due date and the course instructor has granted an extension in writing.
- There is a valid health or family emergency as discussed under the University regulations for deferral of final examinations. Refer to specific information in the University Calendar Assignment completion is mandatory for course completion and success as the course provides learners with an opportunity to develop new or enhance existing skills.

FINAL EXAMINATIONS:

There will be no final exam.

EXPECTATIONS FOR WRITING:

Writing skills cross all disciplines, and in public and patient engagement writing clearly, even about highly technical subjects, is particularly valuable. Writing abilities support your success at work and/or in further studies. If you require any support with your writing or would like to book a one-on-one appointment with a writing coach, please visit: [UCalgary Writing Support Services](#)

LATE AND/OR MISSING ASSIGNMENTS:

Assignments received after the due date will be considered late by one day and penalized 10%. Each additional 24-hour period after that will result in an additional 10% reduction. Assignments submitted 10 calendar days or more after the due date will be refused and the learner will receive a score of zero for the assignment. As above, please contact the instructors if deadlines are not possible to meet due to any relevant external circumstances.

DEFERRALS OF TERM WORK:

Should a request to defer term work exceed the end of the term, a [Deferral of Term Work form](#) must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean (or designate) and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. For more information, see [Deferral of Term Work](#).

CLASS SCHEDULE		
Course Schedule Date	Topic, Activities & Readings	Assignments/ Due Dates & Times
Sep 9	<p>Key concepts in patient engagement in patient-oriented research</p> <p>E Manafo et al., Patient engagement in Canada: a scoping review of the ‘how’ and ‘what’ of patient engagement in health research. <i>Health Research Policy and Systems</i>, 2018.</p> <p>T McCarron et al., Understanding patient engagement in health system decision-making: a co-designed scoping review. <i>Systematic Reviews</i>, 2019.</p> <p>MJ Santana et al., Patient-identified priorities for successful partnerships in patient-oriented research. <i>Research Involvement and Engagement</i>, 2022.</p> <p>E Zibrowski et al., A rapid realist review of patient engagement in patient-oriented research and health care system impacts: part one. <i>Research Involvement and Engagement</i>, 2021.</p> <p>Canadian Institutes of Health Research, Strategy for Patient-Oriented Research - Patient Engagement Framework, 2019.</p>	
Sep 16-23	<p>Approaches to public and patient engagement in health research</p> <p>S Staniszewska et al., Co-production: a kind revolution. <i>Research Involvement and Engagement</i>, 2022.</p>	

	<p>T McCarron et al., Patients as partners in health research: A scoping review. <i>Health Expectations</i>, 2021.</p> <p>T Greenhalgh et al., Frameworks for supporting patient and public involvement in research: Systematic review and co-design pilot <i>Health Expectations</i>, 2019.</p> <p>I Nielsen et al., Co-building a training programme to facilitate patient, family and community partnership on research grants: A patient-oriented research project. <i>Health Expectations</i>, 2023.</p> <p>MJ Santana et al., Patients, clinicians and researchers working together to improve cardiovascular health: a qualitative study of barriers and priorities for patient-oriented research. <i>BMJ Open</i>, 2020.</p> <p>M Warren et al., The role of patient advisory councils in health research: lessons from two provincial councils in Canada. <i>Journal of Patient Experience</i>, 2020.</p> <p>L Breault et al., People with lived experience (PWLE) of depression: describing and reflecting on an explicit patient engagement process within depression research priority setting in Alberta, Canada. <i>Research Involvement and Engagement</i>, 2018.</p> <p>A Nygaard et al., The James Lind Alliance process approach: scoping review. <i>BMJ Open</i>, 2019.</p>	
Sep 30	<p>Ethical considerations</p> <p>Canadian Institutes of Health Research, Ethics Guidance for Developing Partnerships with Patients and Researchers, 2020.</p> <p>C Ludwig et al., Ethical considerations for engaging frail and seriously ill patients as partners in research: sub-analysis of a systematic review. <i>Research Involvement & Engagement</i>, 2021.</p> <p>B Allemang et al., Pragmatism as a paradigm for patient-oriented research. <i>Health Expectations</i>, 2021.</p> <p>Compensation & Co-authorship</p>	A1 (due Wed Oct 2, 5 pm)

	<p>R Dhamanaskar, et al. Patient partner perspectives on compensation: Insights from the Canadian Patient Partner Survey. <i>Health Expectations</i>, 2024.</p> <p>D Richards, et al. Patient partner compensation in research and health care: the patient perspective on why and how. <i>Patient Experience Journal</i>, 2018.</p> <p>D Richards, et al. Patients as Partners in Research: How to talk about Compensation with Patient Partners. <i>Journal of Orthopaedic & Sports Physical Therapy</i>, 2020.</p> <p>D Richards, et al. Identifying potential barriers and solutions to patient partner compensation (payment) in health research. <i>Research Involvement & Engagement</i>, 2022.</p> <p>D Richards et al., Guidance on authorship with and acknowledgement of patient partners in patient-oriented research. <i>Research Involvement and Engagement</i>, 2019.</p>	
Oct 7	<p>Working equitably and inclusively with diverse communities</p> <p>K. Manalili et al., Codesigning person-centred quality indicators with diverse communities: A qualitative patient engagement study. <i>Health Expectations</i>, 2021.</p> <p>E McCabe et al., Youth engagement in mental health research: a systematic review. <i>Health Expectations</i>, 2023.</p> <p>Social Sciences and Humanities Research Council, Guidelines to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications. 2024.</p>	
Oct 14	Thanksgiving , no class	
Oct 21	<p>Indigenous perspectives</p> <p>A Gaudry, “Researching the Resurgence: Insurgent Research and Community-Engaged Methodologies in 21st-Century Academic Inquiry” in <i>Research as Resistance: Critical, Indigenous, and Anti-Oppressive Approaches</i> (chapter 10), 2015.</p>	A3 (due Wed Oct 22, 5 pm)

	<p>C Lin et al., Community engagement approaches for Indigenous health research: recommendations based on an integrative review. <i>BMJ Open</i>, 2020.</p> <p>University of Calgary, Office of Indigenous Engagement</p> <p>University of Alberta, Faculty of Native Studies</p>	
Oct 28	<p>Integrated Knowledge Translation, Dissemination & Implementation Science</p> <p>L Li et al., Patient engagement in the SPOR Evidence Alliance: Reflection and learnings. <i>FACETS</i>, 2022.</p> <p>D Banner et al., Patient and Public Engagement in Integrated Knowledge Translation Research: Are we there yet? <i>Research Involvement and Engagement</i>, 2021.</p>	
Nov 4	<p>Evaluating patient engagement</p> <p>A Boivin, et al., Evaluating patient and public involvement in research. <i>BMJ</i>, 2018.</p> <p>A L'Esperance, et al. Developing a Canadian evaluation framework for patient and public engagement in research: study protocol. <i>Research Involvement and Engagement</i>, 2021.</p> <p>MJ Santana, et al., Co-developing patient and family engagement indicators for health system improvement with healthcare system stakeholders: a consensus study. <i>Research Involvement and Engagement</i>, 2021.</p> <p>A Boivin et al., Patient and public engagement in research and health system decision making: A systematic review of evaluation tools. <i>Health Expectations</i>, 2018.</p> <p>A Black et al., What constitutes meaningful engagement for patients and families as partners on research teams? <i>Journal of Health Services Research & Policy</i>, 2018.</p>	
Nov 11	No class – Reading week	



Nov 18-25	Final oral presentations <i>No readings</i>	A4 (part, in class)
Dec 2	Reflections on term <i>No readings</i>	A5 (due Wed Dec 4, 5 pm)

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed, or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe, and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others.

Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should e-mail the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: [ELearn's Guidelines for Zoom](#).

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). 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 to turn on their webcam (such as for group work, presentations, etc.).

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.



CONDUCT DURING LECTURES

The classroom should be respected as a safe place to share ideas without judgement — a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at [University Policies and Procedures](#).

EQUITY, DIVERSITY, AND INCLUSION

The Cumming School of Medicine recognizes that equity, diversity, and inclusion benefits and strengthens all communities, including the medical community and those served by it. We aim to actively engage all learners, particularly those from equity seeking groups including women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ+. While our faculty continues to learn about more equitable, diverse, and inclusive approaches to education, we welcome and appreciate suggestions to help us ensure that all learners are well served by our courses.

To help cultivate learning environments that support diverse and inclusive perspectives and lived experiences, learners are invited to let instructors know if:

- they have names and/or pronouns they would prefer to use that differ from those that appear on official records
- scheduled class meetings conflict with religious events so that alternative arrangements can be made.

If they are not already, learners are also encouraged to become familiar with the various opportunities for diverse engagement, learning, and support on campus, including, but not limited to the following resources:

- [The Office of Equity, Diversity, and Inclusion](#)
- [The Q Centre](#)
- [The Writing Symbols Lodge](#)

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

Cell phones must be turned off in class unless otherwise arranged with the instructor.



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 fellow learners (e.g. personal e-mails, Facebook, YouTube). Students are responsible for being aware of the University's [Electronic Resources and Information policy](#).

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

The practice of meaningful patient and public engagement requires the development of authentic communication skills, and imperfect communication that is authentically human is more valuable than technically perfect, computer-generated text.

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture

Please refer to the following statement on [media recording of students](#).

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the instructor, if incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked or will seek consent to include the identifiable student content to making the content available on UCalgary-approved platforms.

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.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may



be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Student Recording of Lectures

Audio or video/visual recording of lectures is prohibited except where explicit permission has been received from the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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 the Associate Dean, Graduate Science Education. More information can be found in the [full policy on Student Accommodations](#).

IMPORTANT INFORMATION

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, 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](#) 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

ACADEMIC INTEGRITY

The Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of university policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Academic Regulations in the [Faculty of Graduate Studies Calendar](#).

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the [University of Calgary Calendar](#).



EMERGENCY EVACUATION AND ASSEMBLY POINTS

Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:

- HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
- HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
- TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

APPEALS

If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the [Student Ombuds Office](#) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

WELLNESS AND MENTAL HEALTH RESOURCES

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the [SU Wellness Centre](#) and the [Campus Mental Health Strategy website](#).

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit the [Student Ombuds Office website](#) or email the Student Union (SU). The SU Vice-President Academic can be reached at (403) 220-3911 or through email. Information about the SU, including elected Faculty Representatives can be found [here](#).

Graduate Student's Association (GSA): The GSA Vice-President Academic can be reached at (403) 220- 5997 or by email. For more information, visit the [GSA website](#).

SAFEWALK



Campus security will escort individuals, day, or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital, and the University LRT station). Call **403-220-5333** or visit the [Safewalk website](#). Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.