Course Number	SOWK 306	Classroom F2002	Medicine Hat BSW Learning Circles
Course Name	Social Work Methods Theme Course		
Day(s)	Friday evenings 6-9pm & Saturdays 9am-4pm unless online	Time	As indicated in the Class Schedule
Instructor	Linda Fehr	Office Hours/Location	By appointment
E-mail	fehr@ucalgary.ca	Phone - direct Toll free	403-329-2795 1-866-329-2794
Instructor	Linda Boksteyn	Office Hours/ Location	By appointment
E-mail	linda.boksteyn@ucalgary.ca	Phone	403-504-3678
Instructor	Heidi HeavyShield	Office Hours/Location	By appointment
E-mail	hheavysh@ucalgary.ca	Phone toll fee	1-866-329-2794

SYLLABUS STATEMENT

Examines various perspectives and theoretical approaches relating to the development, maintenance, and application of empowering relationships in generalist social work practice. Particular emphasis will be placed on local applications in rural, remote, and Indigenous organizations and communities.

COURSE DESCRIPTION

Through a variety of learning activities, students will experience and demonstrate the integration of theory and practice required for generalist social work at a beginning professional level. Based on their prior learning from coursework and life experience, students will learn to reflect critically on the nature of effective empowering relationships. This theme course will explore various theories and perspectives relating to generalist practice that inform our understanding of different empowering relationships. Special emphasis will be given to the application of course concepts.

COURSE LEARNING OUTCOMES

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

1. Articulate their personal and other beliefs, values and perspectives on empowering relationships in generalist social work practice;
2. Understand common elements and enhance skills in building and maintaining empowering social work relationships at the micro, mezzo, and macro levels;

3. Demonstrate generalist-practice knowledge and skills to competently perform various interactive practices such as building relationships, assessment and planning, activating resources, and evaluation;
4. Demonstrate relevant knowledge and skills to actively promote empowering and anti-oppressive practice; and,
5. Demonstration positive, growth promoting, and effective collaboration and team work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
The required text for SOWK 306 is:
Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice: An empowering approach* (8th ed.). New Jersey: Pearson Education.

Further assigned reading material and resources will be made available on the course D2L site and/or handed out in class. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework.

LEARNING TECHNOLOGIES AND REQUIREMENTS
Desire to Learning (D2L) Course Site Address: http://d2l.ucalgary.ca
ZOOM web conferencing as indicated by instructors

RELATIONSHIP TO OTHER COURSES

SOWK 306 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed prior to, or concurrent with, SOWK 307 – Practice Methods in Context.

CLASS SCHEDULE

This Theme Course will be delivered in a series of eight modules. Following a brief orientation, students will complete the following modules.
Tentative Schedule – subject to change

Dates	Module: Topics	Assignments & Due Dates
Jan. 17 & 18	Module 1: Beliefs, Values & Theory Instructor: Linda Fehr	Integrative Case Analysis: Part One DUE: Jan. 30 Weight: 15%
Online Jan. 20-30	Module 2: Strengths, Empowerment, and Diversity Instructor: Linda Fehr ZOOM Office Hours Session Mon. Jan. 27 6:30-7:30pm	Module 2 Online Learning Activities DUE: Jan. 30 Weight: 10%
Feb. 21 & 22	Module 3: Dialogue Phase - Building Relationships & Describing Situations Instructor: Heidi HeavyShield	Integrative Case Analysis: Part Two DUE: Mar. 5 Weight: 15%
Online Feb. 25–Mar. 5	Module 4: Discovery Phase - Assessing Resources & Planning Change	Module 4 Online Learning Activities DUE: Mar. 5

	Instructor: Heidi HeavyShield ZOOM Session Wed. Feb. 26 at 6:00pm	Weight: 10%
Mar. 6 & 7	Module 5: Developing Phase - Activating Resources & Expanding Opportunities Instructor: Linda Boksteyn	Integrative Case Analysis: Part Three DUE: Mar. 19 Weight: 15%
Online Mar. 9-19	Module 6: Developing Phase - Recognizing Success & Integrating Gains Instructor: Linda Boksteyn	Module 6 Online Learning Activities DUE: Mar. 19 Weight: 10%
Online Apr. 6-15	Module 7: Practice Models & Professional Development Instructor: Linda Fehr ZOOM Session Wed. Apr. 7 6:30-8:00pm	Module 7 Online Learning Activities DUE: Apr. 15 Weight: 10%
Apr. 17 & 18	Module 8: Summary and Integration Instructor: Linda Fehr	Integrative Case Analysis: Part 4 Poster Presentations Weight: 15%

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

Zoom recordings of online classes
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.

MODULE DESCRIPTIONS

Module I: Beliefs, Values & Theory
This module is designed to provide an introduction to generalist social work practice including core values of social justice and anti-oppressive practice. The ecosystems perspective, the conceptual framework for practice, is introduced and its affinity with social work values and practice is considered.

Module Learning Outcomes:
After completing this module students will be able to:
- Describe how self "fits with" generalist social work practice in their community.
- Identify their developing social work identity/frame of reference through reflection.
- Explain the social construction of values, beliefs, and perspectives.
- Explain how the social work code of ethics influences practice.
Readings:
Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 1 & 2

Review of the CASW Code of Ethics (2005), CASW Guidelines for Ethical Practice (2005), and ACSW Standards of Practice.

Module 2: Strengths, Empowerment, and Diversity
This module focuses on the development of skills and knowledge relating to building empowering relationships with diverse clients.

Module Learning Outcomes:
After completing this module students will be able to:
- Appraise how different worldviews affect the ability to practice in various contexts;
- Define/describe (knowledge) concepts of culture, empowerment, and strengths;
- Articulate evidence of increased connectedness and understanding of empowerment at various practice levels.

Readings:
Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 3, 4, & 5
Additional readings posted in D2L

Module 3: Engagement - The Dialogue Phase: Building Relationships & Describing Situations
In this module students will learn about the characteristics of professional partnerships as well as the processes and skills associated with engaging and building empowering relationships.

Module Learning Outcomes:
After completing this module students will be able to:
- Demonstrate an understanding of the characteristics of a professional social work relationship.
- Demonstrate the ability to create an empowering and culturally sensitive social work relationship.
- Demonstrate an understanding of dual relationships and how to critically evaluate boundaries in ethically responsible social work relationships.
- Describe the factors involved in successful collaboration with both individual and community partnerships.

Readings:
Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 6, 7, & 8

Module 4: Assessment - The Discovery Phase: Assessing Resources & Planning Change
This module will focus on assessment and planning change. Students will acquire skills and knowledge in identifying strengths, and locating resources that may be useful in facilitating change. Various components of a strengths-based assessment process will be explored as well as collaborative approaches in planning change, goal-setting, and framing solutions.

Module Learning Outcomes:
After completing this module students will be able to:
- Demonstrate an understanding of the role of assessment in generalist social work practice.
- Demonstrate the ability to apply a strengths-based perspective in the assessment process.
- Demonstrate an understanding of the components of an assessment process.

- Demonstrate an understanding of the planning and goal-setting process.

Readings:
Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 9, 10, & 11
Additional readings will be posted on D2L

Module 5: Intervention & Evaluation – The Developing Phase: Activating Resources & Expanding Opportunities
This module examines the implementation of change through the development and managing of resources supporting change among a variety of systems. Processes of change as well as contextually relevant techniques that promote the engagement and expansion of resources and supports for change will be explored.

Module Learning Outcomes:
After completing this module students will be able to:
- Determine action to facilitate change.
- Determine context-appropriate resources with clients.
- Work in coordination with community professionals and natural networks.
- Critically evaluate resources and referral sources.

Readings:
Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 12, 13, & 14

Module 6: The Developing Phase - Recognizing Success & Integrating Gains
Consistent with a strengths focus, this module examines a variety of techniques that can be used to recognize progress achieved in processes of change. Evaluation and research methods as they relate to monitoring change will be explored. This module will also examine contextually-relevant process of resolving professional partnerships.

Module Learning Outcomes:
After completing this module students will be able to:
- Incorporate appropriate evaluation to facilitate change and critically assess practice within context.
- Facilitate completion of professional client system relationship in a context-sensitive manner to maintain and enhance gains.

Readings:
Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 15 & 16
Additional readings will be posted on D2L

Module 7: Practice Models & Professional Development
The dialogue that will be encouraged during this module will allow students to consolidate their learning about building and activating empowering relationships in local, rural, and Indigenous organizations and communities. Particular emphasis will be given to building effective collaborative professional relationships.

Module Learning Outcomes:
Upon completing this module, students will be able to:

- Identify professional development goals to achieve and monitor growth in generalist practice
- Identify and respond to the strengths, challenges and opportunities that arise when working in collaborative settings.
- Activate and maintain their professional identity in collaborative settings.

Readings: Will be posted in D2L

Module 8: Summary and Integration
The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed. Students present their final group project during the Integration/Summary Module.

Module Learning Outcome:
After completing this module, students will be able to demonstrate the integration of course materials.

Note: To support an integrative and collaborative group process and recognize the difficulty students may face in getting together outside of class time, at least 60 minutes will be allowed at the end of each Saturday class for work on the group projects.

ASSESSMENT COMPONENTS

Assessment Method (Assignments)	Assessment Description & Criteria **See below in Additional Assessment and Evaluation Information for Assignment details**	Due Date	Weight	Aligned Course Learning Outcome
Integrative Case Analysis: Part 1	The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in small groups.	Jan. 30	15%	1, 2, 3, 4, 5
Integrative Case Analysis: Part 2	The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in same small groups as Part One.	Mar. 5	15%	1, 2, 3, 4, 5
Integrative Case Analysis: Part 3	The intent of this assignment is to engage in reflective, collaborative, and empowerment/strength-based social work practice. You will be working with the same small groups as Part One.	Mar. 19	15%	1, 2, 3, 4, 5
Integrative Case Analysis: Part 4	*Poster Presentation* The poster will be developed using a poster template chosen by the group.	Apr. 17 & 18	15% (10% - poster presentation	1, 2, 3, 4, 5

			5% - participation)	
Online Module Activities	Modules 2, 4, 6, and 7 will have graded online activities	Jan. 30, Mar. 5, Mar 19 Apr. 15	10% for each module	1, 2, 3, 4,

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Integrative Case Analysis Project Assignment Details

The intent of the Integrative Case Analysis Project is to describe and apply the empowerment method of social work generalist practice approach and actualize the strengths perspective to a hypothetical individual, family, group, program, or community or "client". You are NOT expected to contact an individual, family, group, program or community. The case study will demonstrate your understanding and application of the course content.
1.   The focus of the project series is to use the skills and knowledge gained from your previous coursework, experience, text, modules and readings. You will be working in small groups of 2-3 students. This portion of the project is designed into four linked assignments below with the last culminating in a Poster Presentation.
2.   You want to ensure that the social work theory and method chosen clearly addresses the relevant issue and why you have chosen the approach. This assignment will demonstrate reflective, collaborative social work practice using a combination of theory, reflective practice and teamwork.
3.   Examples of micro, mezzo and macro levels can be found in Chapter 5 of the textbook.

Integrative Case Analysis: Part 1

The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in small groups.
1. Introduction to Case: Provide a clear description of "client" background, issues/concerns, and strengths using the content (readings, text, and modules) from Module One: Beliefs, Values & Theory, and Module Two: Strengths, Empowerment, and Diversity.
2. This description should encompass a generalist practice approach to social work including, theoretical approach, ethical considerations, implications of diversity and social justice, and empowerment-based practice perspectives.
3. This paper will also be evaluated on:
  - critical thinking about key issues
  - social work theory and methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach
  - use of resource materials to support the discussion, and adherence to APA standards for resource materials
  - organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation)

Please use the text, Modules, and other readings and resources to support your work with the chosen "client".

This assignment should be 4-5 pages in length, double-spaced and single-sided. The paper is to be emailed to the Instructor by only one team member placing all the team member's names on the title page.

Instructor: Linda Fehr

Integrative Case Analysis: Part 2

The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in same small groups as Part One.
1. Using content (readings, text and modules) from Module Three: Engagement – The Dialogue Phase, and Module Four: Assessment – The Discovery Phase, assess strengths and resources to arrive at an intervention/action plan which empowers and supports healing and recognizes strengths for the same "client".
2. The assessment should include a depiction (i.e. eco-map, genogram, group setting, organizational chart, community chart) and a description of the processes and activities within each phase of work i.e. Engagement Phase (see text: Chapters 6-8) and Assessment Phase (see text: Chapters 9-11) with concrete examples how you will work with the "client" for each phase.
3. Ensure the social work theory and methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach.
4. Check that the paper also provides a description of the practice models, learned techniques or skills you are considering using.
5. This paper will also be evaluated on:
- critical thinking about key issues
- social work methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach
- use of resource materials to support the discussion, and adherence to APA standards for resource materials
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation)

Please use the text, Modules, and other readings and resources to support your work with the chosen "client".

This assignment should be 4-5 pages in length, double-spaced and single-sided. The paper is to be emailed to the Instructor by only one team member placing all the team member's names on the title page.

Instructor: Heidi HeavyShield

Integrative Case Analysis: Part 3

The intent of this assignment is to engage in reflective, collaborative, and empowerment/strength-based social work practice. You will be working with the same small groups as Part One.

1. Using the same "client", students are to develop an appropriate *Intervention and Evaluation* plan that applies concepts described from readings, and text for <u>Module 5:</u> Activating Resources and Planning Change and <u>Module 6</u>: Recognizing Success and Integrating Gains.
2. Clearly describe and apply your Intervention and Evaluation phase and include the following components:

- A description of the potential Intervention Phase and processes will be provided. It will demonstrate a relationship between the assessment, and the potential interventions. The potential interventions will be supported with theory and chosen methodology and will include examples of the chosen intervention (See text: Chapters 12-14).
- The paper is to include a rationale, a description of the processes and activities within each phase of work with concrete examples how you will work with the client, group or community for each phase.
- The Evaluation Phase will include methods to evaluate and monitor outcomes. Examples and application of such areas as client outcome evaluation or single-system design will be provided (See text: Chapters 15 & 16).
- Do check that the Evaluation Phase includes a clear description of the potential evaluation processes of the approach for the chosen "client" and a clear rationale for your choice.

3. This paper will also be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues
- social work theory and methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach
- clearly describes the potential intervention and how the processes are connected to the assessment, and in what way the potential interventions are supported with the theory and methodology chosen
- use of resource materials to support the discussion, and adherence to APA standards for resource materials
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation)

Please use the text, Modules, and other readings and resources to support your work with the chosen "client".

This assignment should be 4-5 pages in length, double-spaced and single-sided. The paper is to be emailed to the Instructor by only one team member placing all the team member's names on the title page.

Instructor: Linda Boksteyn

Integrative Case Analysis: Part 4
Poster Presentation
The poster will be developed using a poster template chosen by the group which consists of one power point slide. The poster will include:
- a combination of text and graphics clearly summarizing each of the first 3 parts of the Integrative Case Analysis.
- a reference list including all of the resources and citations used on the poster.

The poster is expected to be of *high quality, well organized, and engaging* for your audience.

The presentation is to be a <u>maximum of 15 minutes</u> discussing the poster contents and concluding with each group members' learnings from the project experience.
All groups will provide an emailed copy of their poster for grading purposes to the Instructor.

Instructor: Linda Fehr

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
Faculty members in the Southern Alberta Region expect and insist that assignments:
- Be typed (or in legible handwriting);
- Be free of grammatical, spelling and typing errors;
- Incorporate correct usage of referencing set forth by the current edition of the American Psychological Association (APA).

LATE ASSIGNMENTS
- All assignments are to be handed in at or before the date and time as specified in the course outline.
- Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor.
- It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

EXPECTATIONS FOR WRITING
All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Writing Support Services at:
https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT
It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:
http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING
A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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.

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

MEDICINE HAT COLLEGE BUILDING EVACUATIONS
The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example, a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyResponse

Medicine Hat College SAFEWALK 403-529-3911
To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.

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**