

Fall 2019

Course Number: SOWK 697 S03	Classroom: 3-282
Course Name: Diversity, Oppression and Social Justice	
Day & Time: August 26 – August 30 9am – 4 pm Monday – Friday	

Instructor: Janki Shankar PhD. RSW	Office Hours: By appointment
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COURSE OUTLINE**Syllabus Statement**

A critical examination of the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society

Course Description

The purpose of this course is to critically examine issues of oppression, diversity and privilege and the power relations that form common links among the experiences of marginalization and alienation in Canadian society – experiences such as racism, classism, homophobia, ableism and ageism, that intersect at the individual institutional and societal levels and are connected to one of social work's key value premise – social justice. By critically analyzing social work practice in the framework of diversity, power and oppression this course seeks to explore the linkages between social work practice and social justice in a holistic framework.

Learning Objectives

Through a variety of learning modalities such as presentation, course readings, and in class discussions, you will fulfill the following learning objectives:

1. To develop a critical understanding of theories of power, knowledge and language and their roles in shaping oppressive social structures and unbalanced power relations.
2. To develop a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation.
3. To develop critical practice knowledge and skills for working with diverse populations at the individual, community and broader societal levels.
4. To develop a critical understanding of systemic, institutional and organizational levels of practice and equip students to critically engage in various professional social work practice settings.
5. To develop critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as race, ethnicity, gender, sexuality, disability, and so forth.
6. To develop professional identity that is consistent with the social justice mission of social work; reflective of and adhere to the profession's Codes of Ethics.

This course outline is explicitly designed to reflect and adhere to the following MSW Program Learning Outcomes

1. Identify as a professional social worker and adopt a value perspective of the social work profession;
2. Adhere to social work values and ethics in professional practice;
3. Promote human rights and social justice;
4. Promote and support diversity of addressing structural sources of inequity at the individual and societal levels;
5. Employ critical thinking and reflection in professional practice;
6. Engage in organizational and society systems change through professional practice;
7. Recognize the links between components of social work practice such as research and policy;
8. Engage in broader societal change by taking leadership roles that promote an anti-oppressive and social justice oriented social work.

Relationship to Other Courses

This is a required course for the MSW. Diversity and social justice issues are critical to Social Work's mandate and values, and thus the content of this course provides an important foundation for the knowledge, skills and values learned in all other MSW courses

Course text

Mullaly, B and West, J, (2018). *Challenging oppression and confronting privilege: A Critical Approach to Anti- Oppressive and Anti-Privilege Theory and Practice*, Don Mills, ON: Oxford University Press.

Core Readings (6)

Chapters 1-3 from prescribed text

Required readings for each theme:

1. Social Justice and Social Work

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work*, 51(6), 13-822

Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice*, 21(4), 472-486.

McLaughlin, A. (2011). Exploring social justice for clinical social work practice. *Smith College Studies in Social Work*, 81(2-3), 234-251.

Olson, C., Reid, C., Threadgill-Goldson, N., Riffe, H., & Ryan, P. (2013). Voices from the field: Social workers define and apply social justice. *Journal of Progressive Human Services*, 24(1), 23-42.

2. Anti-oppressive Social Work with Marginalized Populations

Chapter 4 from prescribed text - Oppression and Privilege at the Personal Level

Kaur, J & Atkin, N (2018). Nexus between domestic violence and child protection: Multidimensional forms of oppression impacting on migrant and refugee women in Australia, *Australian Social Work*, 71(2), 238–248. <https://doi.org/10.1080/0312407X.2017.1423092>

Yee, J., Hackbusch, C., & Wong, H. (2015). An anti-oppressive framework for child welfare in Ontario, Canada: Possibilities for system change. *British Journal of Social Work, 45*(2), 474-492

Carneau, S. & Steriopoulos, V. (2012). More than being against it: Anti-racism & anti-oppression in mental health services. *Transcultural Psychiatry, 49*(2), 261-282.

3. Intersectionality and Social Work

Chapter 8 from prescribed text - The "Web": The Multiplicity, Intersectionality and Heterogeneity of Oppression and Privilege.

Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & Society, 26*(1), 67-72.

Hulko, W. (2009). The time and context contingent nature of intersectionality and interlocking oppressions. *Affilia, 24*(44), 44-55.

Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia, 29* (1), 8-17.

4. Critical and Anti-oppressive Social Work Practice with Indigenous Populations

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work (35)*, 435-452

Rowe, S., Baldry, E., & Earles, W. (2015). Decolonizing social work: Learning from critical Indigenous approaches. *Australian Social Work, 68*(3), 296-308.

Thomas, R and Green, J (2007). A Way of life: Indigenous perspectives on anti-oppressive living, *First Peoples Child & Family Review, 3*(1), 91-104.

McCauley, K & Matheson, D (2018). Social work practice with Canada's Indigenous people: Teaching a difficult history, *Practice: Social Work in Action, 30*:4, 293-303,
DOI: 10.1080/09503153.2018.1483493

5. Racism and Social Work

Badwell, H. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice, 3*, 1-23.

Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policies. *Families in Society: The Journal of Contemporary Social Services, 95*(4), 269-276.

Pon, G., Gosine, K., & Phillips, D. (2011). Immediate response: Addressing anti-Native and anti-Black racism in child welfare. *International Journal of Child, Youth and Family Studies, 2*(3-4), 385-409.

Davis, A., & Gentlewarrior, S. (2015). White privilege and clinical social work practice: Reflections and recommendations, *Journal of Progressive Human Services 26*(3), 191-208

6. Social Work Practice and Sexually Diverse Communities

Crisp, C., & McCave, E. (2007). Gay affirmative practice: A model for social work practice with gay, lesbian, and bisexual youth. *Child and Adolescent Social Work Journal, 24*(4), 403-421.

Jaffee, K. Dessel, A., & Woodford, M. (2016). The nature of incoming graduate social work student attitude toward sexual minority. *Journal of Gay and Lesbian Service, 28*(4), 255-276.

Messinger, L. (2013). Reflections of LGBT students in social work field education. *Field Educator: Simmons School of Social Work, 3*(1), 1-16.

Mule, N., Ross, L., Deeprose, B., Jackson, B., Daley, A., Travers, A., & Moore, D. (2009). Promoting LGBT health and well-being through inclusive policy development. *International Journal for Equity in Health, 8*(18), 1-11.

Class Schedule
This class meets from August 26 through August 30, 2019, from 9 AM to noon and 1 to 4 PM each day.

DATE	THEMES (subject to change)	NOTES
Pre-Session Assignments	Article annotation Pre-session reading: Locate and introduce self to group on D2L	See assignment #1 below. (Confirm article selected by August 24.) See assignment #2 below. Go through the 3 core readings
August 26 Monday	Clinical Social Work and Social Justice Guest Speaker: Indigenous Elder	AM: Janki (1.5 hours - introductions and course intro) 9:00 – 10:30 AM: Article annotation presentations and group discussion: 1.5 hours 10:45 – 12:00 PM: Guest Lecture: 1:00 – 2:30 PM: Time to work on seminar after guest speaker. Arrange to meet and introduce yourself to your groups at the end of the day in preparation for assignment #2.
August 27 Tuesday	Oppression and Social Justice Guest Lecture	AM: Discussion on core readings AM: Article annotation discussion and presentations. 1.5 hours PM: Guest Lecture/workshop 1:00 – 2:30 PM: In-class time provided for preparation of seminar presentations
August 28 Wednesday	Anti-oppressive Social Work Practice	AM: Discussion on core readings AM: Janki to present her research on oppression PM: In-class time provided for preparation of seminar presentations. Annotations must be submitted via D2L (drop box) by today
August 29 Thursday	Anti-oppressive Practice Guest Speaker (Schizophrenia Fellowship)	AM: Class Discussion on anti-oppressive practice at different levels 9:00 – 10:15 AM: Guest Lecture/workshop 10:30 – 12:00 PM: Student seminar presentations (groups 1, 2, 3)

August 30 Friday	Student seminar presentations	AM: Group seminar presentations (Groups 4, 5, 6) Round up and feedback
September 7		Submit group seminar presentations via D2L (drop box) by midnight
September 25	Assignment # 3	Submit final project via D2L (drop box) by midnight

Assignments

1) Article presentation and annotation

Weight: 20%

Due date: To be uploaded by August 28 (by midnight).

Each student will locate a scholarly, **peer reviewed article related to uncovering, understanding or advancing a social justice issue related to a practice area of your interest.** These should not be from any of the core readings or the required readings for each theme. Students will be expected to 1) locate the reading via the on-line data bases (library link found on D2L), 2) critically read the article noting limitations or assumptions, 3) annotate the article, 4) reflect on its relevance/importance to social work, 5) pose a question for further discussion, and 6) be prepared to present (seminar style) the annotation of the reading, highlighting the main thesis or argument as well as salient points made by the author. The written annotation (summary) of the article should include your personal reflection on your learning and/or an indication of your impression of the article and its relevance for social work practice, and end with a question for group discussion. **The presentation should be no longer than 6-8 minutes. The student will hand in the annotation, reflection and question (not more than 2 pages, double space, 12 point) with the correct APA citation at the top.** Presentations will begin on the first day of class. Marks will be allotted only for the written assignment. There will be no presentation mark. **Students will email the instructor by August 24 with the title of the article and its reference.**

This assignment aligns with learning objectives 2, 3, 5 and 6 and responds to all MSW Level Learning Outcomes 2,3,4 5 and 7 listed above.

Note that an annotation is not the same as the abstract and the summary should be brief and stated in the student's own words. Students might also note new words or concepts that had been unfamiliar to them and provide clarification for the class.

2) Group Seminar

Weight: 40%

Due date: September 7 (by midnight)

Students are assigned prior to class to one of 6 seminar groups (meet via D2L and face-to-face). Each seminar group has been assigned a set of required readings associated with an identified theme. You will find your set of readings on your group page. Each member of the group is expected to go through your theme readings (all students are expected to read each of the 6 core articles but should also focus and prioritize their theme readings). Based on theme readings, each group will develop **a seminar presentation (using PowerPoint /Prezi)** in which you will identify and explain important concepts discussed in the readings, their relevance and applicability to social work practice based on your work experience. If applicable you may also include a critique of the readings. **A summary handout of your presentation (maximum 1.5 page, 12 font) must be distributed to the audience before the presentation.** Feel free to supplement the required readings with other readings.

Include not more than 2 thought provoking questions to stimulate class discussion based on your readings. Questions should provide the class with the opportunity to think more deeply about the concepts you have studied. They should also provide a bridge between theory and practice—where possible. The questions should form part of the PowerPoint. The first slide will indicate your group members and your topic title. The last slide should include your references. The actual number of slides in your presentation should not exceed 20 including reference slide. Include at least 6 references. The power-point presentation and handout must be posted to D2L by September 7.

This assignment aligns with all the learning objectives and responds to all MSW Level Learning Outcomes listed above.

You will present your seminar in the last 2 days of the course. Your seminar will be for 40 minutes followed by 10 minutes for class discussion.

Your presentation will be graded on organization and flow of the presentation, clarity with which the theory and concepts are linked and discussed, their relevance to social work practice, the quality of questions you posed and the discussion you were able to generate.

3) Critical reflective essay

Weight: 40%

Due date: September 25 (by midnight)

This assignment will provide you the opportunity for in depth study in an area of diversity, oppression or social justice that is of interest or relevance to you. To encourage in-depth critical analysis and reflection, you have the option to continue with the theme you had selected for your annotation /group seminar. However, this is not a requirement of the assignment. The paper should be between **10-12 double-spaced** pages in length (**1 inch margins, 12 point font**) and must include a minimum of 12 peer-reviewed additional academic references not including core course readings or the readings you used for your seminar presentation. You may use the references in the recommended readings list. The purpose of this assignment is to allow students to engage theoretically in a critical analysis of the main themes discussed in class, outline their reflections to issues of diversity and oppression and the role of social justice oriented social work in facilitating social change and transformation.

Expectations for the essay:

You will first describe the area of diversity, oppression and social justice as you perceive it and the impact the injustice has or may have upon the service users. You will examine contextual issues of culture, history, oppression, inequity, power or privilege that shape the experiences of those impacted, their life experiences, expectations and opportunities.

You will locate the issue within a theoretical perspective in the context of social justice. In doing this, you will identify and analyze a social justice issue (discrimination, violence, poverty, racism, abuse—please define the issues) that constrains individuals or groups you, as a clinical social worker, might encounter in your practice. It is probable that the impact will be evident on more than one level.

You will describe and discuss a strategy/activity and/or intervention to address the identified issues. The intervention might be focused on an individual or on a specific service group. You will explore what avenues of change are available to clients and practitioners attempting to achieve social justice relative to the identified issue. These could include individual strategies such as clinical practices as well as larger scale initiatives aimed at social systems, policies etc. Students should anticipate and discuss barriers or backlashes that might be encountered by workers and clients but your focus will be on developing, implementing, and evaluating the activity.

You will reflect on the ability of clinical social workers to embrace social justice through their practice, and on your own history, identities, interests and ongoing learning needs in the areas of diversity, oppression and power issues in social work practice.

Papers will be graded for their clarity, coherence in addressing the above points, grammar and punctuation.

Late papers will not be accepted unless formally agreed to by the instructor and negotiated beforehand. This will only be considered in exceptional cases.

Recommended Readings

- Adrams, L., & Moi, J. H. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2), 245-261.
- Azzopardi, C., & McNeill, T. (2016). From cultural competence to cultural consciousness: Transitioning to a critical approach to working across difference in social work. *Journal of Ethnic and Cultural Diversity in Social Work, 25*(4), 282-299.
- Barnoff, L. (2001). Moving beyond words – Integrating anti-oppression practice into feminist social service organizations. *Canadian Social Work Review, 18*(1), 67-86.
- Chambers, L., Cranmer Byng, S., Friedman, M., Njorge, W., Onishenko, D., Ross, M. Sibblis, C., Smith, K., & Westbrook, A. (2015). Redefining borders between communities and the classroom: How community-based social activists can transform social work education. *Quality of Life: Towards Sustainable Futures, 1*(2), 77-95.
- Craig, G. (2002). Poverty social work and social justice. *British Journal of Social Work, 32*(6), 669-682.
- Davis, T. (2009). Diversity practice in social work: Examining theory in practice. *Journal of Ethnic and Cultural Diversity in Social Work, 18*(1/2), 40-69.
- Deepak, A. Rountree, M., & Scott, J. (2015). Delivering diversity and social justice in social work Education: The power of context. *Journal of Progressive Human Services, 26*(2), 107-125.
- Dominelli, L. (2002). *Anti-oppressive social work theory and practice*. New York, NY: Palgrave Macmillan.
- Finn, J., & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education, 39*(1), 57-78.
- Ford, C., & Airhihenbuwa, C. (2010). Critical race theory, race equity and public health: Toward anti-racism praxis American. *Journal of Public Health, 100* (Suppl 1), 530-535.
- Green, R. G., Kiernan, S., & Baskind, F. R. (2005). White social workers' attitudes about people of color. *Journal of Ethnic and Cultural Diversity in Social Work, 14*(1/2), 47-68.
- Hicks, S. (2015). Social work and gender: An argument for practical accounts. *Qualitative Social Work, 14*(4), 471-487.
- Krumer-Nevo, M., Weiss, I., & Monnickendam, M. (2009). Poverty-aware social work practice: A conceptual framework for social work education. *Journal of Social Work Education, 45*(2), 225-243.
- Lee, E., & Brotman, S. (2013). Structural intersectionality and anti-oppressive practice with LGBTQ refugees in Canada. *Canadian Social Work Review, 30*(2), 157-183.
- Mclaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. *Critical Social Work Policy, 25*(3), 283-305.
- Moffatt, K., Barnoff, L., George, P., & Coleman, B. (2009). Process as labor: Struggles for anti-oppressive/anti-racist change in a feminist organization. *Canadian Review of Social Policy, 62*, 34-54.

Pollack, S. (2004). Anti-oppressive social work practice with women in prison: Discursive reconstructions and alternative practices. *British Journal of Social Work*, 34(5), 693-707.

Reisch, M. (2008). From melting pot to multiculturalism: The impact of racial and ethnic diversity in social work and social justice in the USA. *British Journal of Social Work*, 38(4), 788-804.

Rozas, L., & Miller, J. (2009). Discourse for social justice education: The web of racism and resistance. *Journal of Ethnic and Cultural Diversity*, 18(1/2), 24-39.

Shankar, J., Ip, E., Khalema, E., Couture, J., Tan, S., Zulla, R & Lam, (2013). Education as a social determinant of health: Issues facing Indigenous and visible minority students in post-secondary education in Western Canada, *Int. J. Environ. Res. Public Health*, 10, 3908-3929; doi:10.3390/ijerph10093908

Strumm, B. (2015). Women in Harperland: A critical look at gender identity in Canada since 2006. *Canadian Review of Social Policy*, 71, 98-110.

Williams, C. (1999). Connecting anti-racists and anti-oppressive theory and practice retrenchment or reappraisal? *British Journal or Social Work*, 29(2), 211-230.

Grading

University of Calgary Faculty of Social Work, Central and Northern Alberta Region MSW 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

No refunds for withdrawal from **fall session half-courses** after September 12, 2019. The last day to add or swap fall session half-courses is September 13, 2019. The last day to withdraw with permission from fall session half-courses is December 6, 2019.

The last day to drop **fall session block week courses** is August 26, 2019 or the last day to withdraw with permission from fall session block week courses is August 30, 2020. The Graduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/grad/current/index.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.

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca. Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

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, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that 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 express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SUPPORTS FOR MENTAL HEALTH

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 support when needed. We encourage you to explore the excellent mental health resources available and the Campus Mental Health strategy website (ucalgary.ca/mentalhealth).

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. Of 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 night 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 p.m. and 11:00 p.m., any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite the elevators on the main floor at the time the escort is required – reservations ahead of time are not possible. Security will escort you within a two-block radius of Enterprise Square.