



Course Number	SOWK 361 S06	Classroom	Online
Course Name	Professional Use of Self		
Day(s) & Time	Thursdays from September 10 – December 3, 2020, 9:00 am – 11:50 am		
Instructor	Dr. Linda Kreitzer		
U of C E-mail	lmkreitz@ucalgary.ca	Phone	Please connect with instructor via email.

SYLLABUS STATEMENT

Focuses on the examination and integration of theoretical and practical understandings of professional social work practice. Topics covered include critical thinking, ethical decision-making, knowledge of the associations to which social work professionals belong, professional writing, and self-care.

COURSE DESCRIPTION

Over the duration of this course, students will be introduced to foundational social work values, ethical decision-making models, self-care frameworks and techniques, and professional writing. Through the student's progression of readings, seminars, peer discussions, learning exercises and assignments, students will gain competence in their understanding and use of the Canadian Association of Social Workers Code of Ethics and Guidelines for Ethical Practice as well as the Alberta College of Social Workers Standards of Practice. Self-care techniques will be explored as an essential tool for emerging and practicing social workers.

COURSE LEARNING OUTCOMES

At the completion of SOWK 361, students will be able to demonstrate competence in:

1. Understanding and applying the Canadian Association of Social Worker's Code of Ethics and Guidelines for Ethical Practice and the Alberta College of Social Workers Standards of Practice to case studies;
2. Applying critical thinking skills to practice situation;
3. Analyzing ethical issues in social work practice and responding to ethical dilemmas through using various decision-making model;
4. Understanding what it means to be a 'professional' in social work practice;
5. Understanding the role and importance of self-care for the practitioner and as a necessity for competent and ethical practice;
6. Written communication (hard copy and electronic) as a necessary element of competent social work practice in the 21st century.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS Dolgoff, R., Harrington, D., & Loewenberg, F. (2012). *Ethical decisions for social work practice* (9th ed.). Books/Cole.

E-book for rent or purchase & download available from the following apps

BookShelf (by VitalSource) ; Google Play Books

Skovholt, T. & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions*. Routledge.

E-book for rent or purchase & download available from the following apps

BookShelf (by VitalSource) ; Google Play Books ; Amazon Kindle ; Kobo

Additional weekly readings have been posted on the course D2L site to supplement the course texts. Please refer to the course schedule for specific information on the readings. Students are responsible for accessing an electronic copy of the reading from the University of Calgary library.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 361 is a required course for third year social work students in the BSW program. This course consists of three key aspects of social work competencies: social work ethics, professional writing, and self-care. Each competency is intended to contribute foundational knowledge and strategies for students to apply throughout their BSW program.

CLASS SCHEDULE

Course Schedule: Weekly Topics, Readings and Learning Exercises		
Date	Topics	Pre-Seminar Learning Activities
Sept. 10	Week 1: Course Overview, Values and Ethical Issues in Social Work Zoom Seminar: <ul style="list-style-type: none">• Course Overview• Personal and Professional Values• Ethical Issues in Social Work• Critical Thinking and Ethics	Video (See Link on D2L)
		View CASW Webinar (https://youtu.be/U1p9HgCst0Q)
		Pre-Recorded Presentation. See D2L
		View Course outline Pre-Recorded Presentation View Assignments and Rubrics
Sept. 17		Readings

	<p>Week 2: Self-Care for Social Workers</p> <p>Zoom Seminar:</p> <ul style="list-style-type: none"> • Critical Thinking Exercise • Dimensions of Well-being • Well-being Inventories • Developing Self-Care Plans 	<ul style="list-style-type: none"> • Skovholt, T. & Trotter-Mathison (2016). Ch. 1- 3 • Dolgoff, Harrington & Loewenberg (2009). Ch. 1 • LaRowe, K. (2007). The care giving personality. Retrieved from http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/readings/the-care-giving-personality.pdf • Monk, L. (2011). Self care for social workers: A precious commodity, an ethical imperative. Perspectives, Jan., pgs. 4 - 5. https://www.bcasw.org/wp-content/uploads/2011/06/Perspectives-January-2011.pdf#page=4 <p>Videos (See Link on D2L)</p> <p>View video (Portrait of Professional Caregivers) and respond to questions on D2L</p> <p>Learning Exercises. See D2L</p> <p>Complete Critical Thinking & Ethics Exercise</p> <p>Pre-Recorded Presentation. See D2L</p> <p>Dimensions of Well-being</p>
Sept. 23	Assignment Due: Critical Thinking and Ethics	
Sept. 24	<p>Week 3: Academic and Professional Writing for Social Workers</p> <p>Zoom Session:</p> <ul style="list-style-type: none"> • Academic Writing for Social Work Students • Documentation in Social Work Practice 	<p>Readings</p> <p>Healy, K., & Mulholland, J. (2007). Ch. 4 Writing case records. Writing Skills for Social Workers. Sage. <i>Post PDF scanned from print copy (fair dealing)</i></p> <p>Videos (See Link on D2L)</p> <p>View the Academic Integrity video</p> <p>Learning Exercises. See D2L</p> <p>Student Success Centre Workshop – By November 2, complete the SSC Workshop on Academic Writing</p> <p>Pre-Recorded Presentation. See D2L</p> <p>Writing and Reference with APA 7th Edition</p>
Date	Topics	Pre-Seminar Learning Activities
Oct. 1	<p>Week 4: Social Work Ethics: History and Diversity</p> <p>Zoom Seminar:</p> <ul style="list-style-type: none"> • History of Ethics • Diversity of Social Work Ethics • Ethical Framework for Alberta Social Workers: Code of Ethics, Standards of Practice (2019), and Guidelines for Ethical Practice 	<p>Readings</p> <p>Dolgoff, Harrington & Loewenberg (2009). Chapter 2</p> <p>Videos</p> <p>There are no pre-seminar videos for this week.</p> <p>Learning Exercises. See D2L</p> <p>Review ethical documents, complete scavenger hunt questions and post to Dropbox</p> <p>Pre-Recorded Presentation. See D2L</p> <p>History of Social Work Ethics</p>

Oct. 7	Assignment Due: Self-Care Inventories and Self-Care Plan	
Oct. 8	Week 5: Ethical Decision Making Zoom Seminar: <ul style="list-style-type: none"> Ethical Issues and Dilemmas Ethical Decision-Making Models Ethics in Social Work Practice Guest Speakers (TBA) 	Readings
		Dolgoff, Harrington & Loewenberg (2009). Chapters 3 & 4
		Videos
		There are no pre-seminar videos for this week.
		Learning Exercises.
		There are no learning exercises for this week
Pre-Recorded Presentation. See D2L		
Ethical Decision-Making Models		
Oct. 15	Week 6: Self-Care Symposium	
Oct. 22	Week 7: Occupational Health in Social Work Zoom Seminar: <ul style="list-style-type: none"> Burnout Vicarious Trauma Compassion Fatigue Moral Distress View video, Collective Care, Vicki Reynolds	Readings
		Skovholt, T. & Trotter-Mathison (2016). Chapters 4 & 6
		Austin, W., Rankel, M., Kagan, L., Bergum, V., & Lerner, G. (2005). To Stay or To Go, To Speak or Stay Silent, To Act or Not To Act: Moral Distress as Experienced by Psychologists. <i>Ethics & Behavior</i> , 15(3), 197-212. https://doi-org.ezproxy.lib.ucalgary.ca/10.1207/s15327019eb1503_1
		Imboden, R. (2020). Exploring the relationship between ethics, stress and burnout. <i>Journal of Social Work Values and Ethics</i> , 17(1), 1-16. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=142804707&site=ehost-live
		Kreitzer, L., Brintnell, S. & Austin, W. (2019). Institutional barriers to healthy workplace environments: From the voices of Canadian social workers experiencing compassion fatigue. <i>British Journal of Social Work</i> https://doi.org/10.1093/bjsw/bcz147 https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/doi/10.1093/bjsw/bcz147/5645201
		Videos
		There are no videos to pre-review
		Learning Exercises See D2L.
		Watch the video, Just Keep Breathing, and respond to questions on D2L discussion board
		Pre-Recorded Presentation. See D2L

	Occupational Hazards: Burnout and Vicarious Trauma
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Date	Topics	<i>Pre-Seminar Learning Activities</i>
Oct. 29	<p>Week 8: Ethical Issues and Group Work</p> <p>Zoom Seminar: Ethical Issues:</p> <ul style="list-style-type: none"> • Self-Determination • Non-Discrimination and Cultural Issues <p>Group Work: Application of Ethical Decision-Making Models and Case Studies</p>	<p>Readings</p> <p>Dolgoff, Harrington & Loewenberg (2009). Chapters 5 & 6</p> <p>Videos</p> <p>View webinar, Risks that Social Workers Face when Providing E-Services to their Clients https://youtu.be/nycuuQJGI0s</p> <p>Learning Exercises. See D2L</p> <p>Review Case Studies and Questions. See D2L</p> <p>Pre-Recorded Presentation</p> <p>There are no pre-seminar presentations for this week.</p>
Nov. 5	<p>Week 9: Ethical Issues and Group Work</p> <p>Zoom Seminar: Ethical Issues:</p> <ul style="list-style-type: none"> • Confidentiality • Informed Consent • Virtual Social Work Practice <p>Group Work: Application of Ethical Decision-Making Models and Case Studies</p>	<p>Readings</p> <p>Dolgoff, Harrington & Loewenberg (2009). Chapter 8 CASW Social Media Use and Social Work Practice (2013) https://www.casw-acts.ca/sites/default/files/policy_statements/social_media_use_and_social_work_practice.pdf</p> <p>Videos</p> <p>There are not pre-seminar videos to look at.</p> <p>Learning Exercises</p> <p>There is no learning exercise for this week.</p> <p>Pre-Recorded Presentation</p> <p>View the virtual social work practice</p>
Nov. 6	Assignment Due: Annotated Bibliography	
Nov. 12	<i>Term Break November 8 to 14</i>	
Nov. 19	<p>Week 10: Ethical Issues and Group Work</p> <p>Zoom Seminar: Ethical Issues:</p> <ul style="list-style-type: none"> • Competence • Professional Boundaries • Conflict of Interest <p>Group Work: Application of Ethical Decision-Making Models and Case Studies</p>	<p>Readings</p> <p>Dolgoff, Harrington & Loewenberg (2009), Ch. 7</p> <p>Cooper, F. (2012). <i>Professional boundaries in social work and social care: a practical guide to understanding, maintaining and managing your professional boundaries</i> (pgs. 41-72) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=836874&ppg=43 <i>*E-book license permits only one online user at a time; per day, a user may print to PDF up to 54 pages</i></p>

		Videos
		There are no pre-seminar videos for this week.
		Learning Exercises
		There are no learning exercises for this week
		Pre-Recorded Presentation
		There are no pre-seminar presentations for this week.
Nov. 26	Week 11: Mock Ethics Board Assignment Preparation	
	<ul style="list-style-type: none"> Guidelines for assignment and grading rubric reviewed Instructor assigns each groups a case study and schedule for the mock ethics board hearing. 	
Dec. 3	Week 12: Mock Ethics Board Hearings	

Assessment Components			
Assignment	Due Date	Weight	Overview (<i>Grading Rubrics Posted on D2L</i>)
Critical Thinking and Ethics Paper (Individual assignment) Learning outcomes: 2,3,6	September 23 Post to Dropbox by 6:00 pm	10	<p>Review the assigned case study and provide an analysis of the ethical issues by addressing each of the five critical thinking questions:</p> <ul style="list-style-type: none"> What do I think about the presenting issues? Why do I think the way I do about the presenting issues? What is the pattern of thoughts I have about the presenting issues? In the future, what kinds of things will help me think more critically about the issues? In the future, what kinds of things will hinder me from thinking more critically about the issues? <p>For each critical thinking question, consider and respond to all the sub-questions and provide an integrated response between 150 to 250 words. In addition to the questions, students will provide a title page, introduction, conclusion and references. A minimum of three references are required for this assignment which include two references from the course and one reference selected by the student.</p>

<p>Self-Care Inventories, Self-Care Plan (Draft and Final), and Reflection (Individual assignment) Learning Outcomes: 4,5</p>	<p><i>Self-Care Inventories and Self-Care Plan</i></p> <p>Post to Dropbox by October 7, 6:00 pm</p> <p><i>Self-Care Reflection Paper</i></p> <p>Post to Dropbox by December 1, 6:00pm</p>	<p>20</p>	<p>Part 1: Self-Care Inventories and Self-Care Plan Through a series of self-care inventories and exercises, students will explore dimensions of well-being, self-care strategies and develop a personal self-care plan.</p> <p>Part 2: Self-Care Reflection Paper Students will write a five-page paper to summarize what they have learned about themselves from participating in self-care throughout the semester and explain how this new knowledge will impact them personally and professionally. Students are required to include a copy of their self-care plan with feedback from their instructor as an appendix to their reflection. Students are required to include at least four references from class readings.</p>
<p>Self-Care Symposium (Group assignment) Learning outcomes 4.5</p>	<p>October 13</p>	<p>10</p>	<p>Students will be randomly divided in groups that will develop and deliver a 25-minute workshop on well-being for social workers. Within the workshops, students are required to identify their area of well-being and lead an interactive and participatory session that provides their peers an opportunity to try out their proposed activities.</p>
<p>Assignment</p>	<p>Due Date</p>	<p>Weight</p>	<p>Overview (<i>Grading Rubrics Posted on D2L</i>)</p>
<p>Annotated Bibliography (Individual assignment) Learning outcomes 4,5,6</p>	<p>November 6</p> <p>Post to Dropbox by 6:00 pm</p>	<p>15</p>	<p>Select six (6) peer-reviewed publications (three (3) on self-care for social workers and three (3) for occupational health) and prepare a descriptive and evaluative annotated bibliography for each reading.</p> <p><i>Guidelines for Publications:</i></p> <ul style="list-style-type: none"> • Readings published within the last 8 years. • Three readings concerning occupational health and three readings concerning self-care for social workers. Do not include publications from our class readings. • At least one of the authors is a social worker (preferably Canadian). • Types of scholarly publications: (1) Original Research; (2) Literature Reviews; (3) Theoretical Articles; (4) Book Chapter; or (5) Practice Related Articles. Do not include chapters from Skovholt & Trotter-Mathison.

Mock Ethics Hearing (Group assignment) Learning outcomes 1,2,3	December 3	25	Students will be randomly divided in groups and each group will form an ACSW ethics committee and work through an ethical case scenario. Students will be given an ethical dilemma by the instructor of record and asked to help them make a decision in 20 minutes. A brief scenario will be given in class the week before so the committee can begin to formulate which decision-making process they will use and how to prepare for the board meeting with the social worker. Groups will be created by the middle of term and the subsequent classes will revolve around your group working with different ethical issues to prepare for this mock exam. Students are expected attend November 26 (case study will be given to each group to work during class time) and December 3 (assignment will be carried out in class). Guidelines will be handed out in class.
Postings on D2L Discussion Board (Individual assignment) Learning outcomes 1,2,3,4,5,6	September 16	5	Posting 1 – Watch video, Portrait of Professional Caregivers, and respond to questions on D2L Discussion Board.
	September 28	5	Posting 2 – Complete Scavenger Hunt Questions, post, copy to discussion board and respond to question.
	October 18	5	Posting 3 – Watch video, Just Keep Breathing, and respond to questions on D2L discussion board.
	November 2	5	Posting 4 – Complete writing workshop of choice from student success centre and answer questions posted on D2L.

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.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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

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.

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.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Mid-way through the course students will be given the opportunity to evaluate the course so far. This will be done verbally in class.

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.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

This is a professional program. From the beginning of the program, students are professionals in training as such participation is critical to developing skills and knowledge to becoming a competent social worker. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. If there are unforeseen circumstances where the student is going to be absent from class, it is the student's responsibility to notify the instructor before class by email about their non-attendance and reason.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due at 6pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

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 all papers must be properly documented and referenced in APA 7th format. If you need writing support, please connect with the Student Success Centre, 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

WITHDRAWAL

No refunds for withdrawal from fall session half-courses after September 17, 2020. The last day to add or swap fall session half-courses is September 18, 2020. The last day to withdraw with permission from fall session half-courses is December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <http://www.ucalgary.ca/pubs/calendar/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.

ADDITIONAL SUGGESTED READINGS

Additional readings can be found on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**