

<b>Course Number</b>	SOWK 365 S03	<b>Classroom</b>	Online
<b>Course Name</b>	Critical Approaches to Social Work Practice		
<b>Day(s) &amp; Time</b>	Zoom sessions on Tuesday afternoons (1pm – 3:50pm)		
<b>Instructor</b>	Sheliza Ladhani, MSW/ Stephanie Tyler, MSW, RSW		
<b>U of C E-mail</b>	<a href="mailto:sheliza.ladhani@ucalgary.ca">sheliza.ladhani@ucalgary.ca</a> <a href="mailto:stephanie.tyler1@ucalgary.ca">stephanie.tyler1@ucalgary.ca</a>	<b>Phone</b>	By appointment Please contact instructors via email

### SYLLABUS STATEMENT

This course provides theoretical frameworks, including anti-oppressive social work concepts, as a foundation for reflective professional generalist social work.

### COURSE DESCRIPTION

This course focuses on theoretical understandings and practical applications related to reflective, professional social work practice. Learners have the opportunity to: (1) appreciate human and community capacities, (2) examine the various contexts of social work practice, (3) gain critical skills for generalist social work practice, (4) examine concepts of social justice and oppression, and (5) explore and apply anti-oppressive social work practice. Students are encouraged to reflect critically on the different perspectives, social work theories and practices presented throughout the course. Classes will include critical dialogue, group work, guest speakers, resource materials, case studies, and experiential activities. This course has no prerequisites or co-requisites.

### COURSE LEARNING OUTCOMES

#### Course-specific Learning Objectives

By the end of this course, students will be able to:

1. Understand and identify the history and theory of current social work practice.
2. Understand and explain the scope of generalist social work practice.
3. Understand and apply critical reflexivity as it relates to their own social location, and the experiences of different individuals, communities, and institutions.
4. Analyze forms and dynamics of oppression at personal, community, and structural levels.
5. Engage and apply critical theories, models, and perspectives in social work.

### LEARNING RESOURCES

#### Required Textbook:

Baines, D. (Ed.). (2017). *Doing anti-oppressive practice: Social justice social work* (3rd ed.). Fernwood Publishing.

#### Articles/chapters:

- Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child & Family Review*, 14(1), 22-42.  
<https://www.erudit.org/en/journals/fpcfr/2010-v5-n2-fpcfr05254/1068933ar/>
- Anzaldúa, G. (2015). Geographies of Selves—Reimagining identity: Nos/otras (us/other), las nepantleras, and the new tribalism. In G. Anzaldúa & A. Keating (Eds.), *Light in the dark/luz en lo oscuro: Rewriting identity, spirituality, reality* (pp.65-94). Duke University Press Books.  
<https://bit.ly/311BwvM>
- Bubar, R., Cespedes, K., & Bundy-Fazioli, K. (2016). Intersectionality and social work: Omissions of race, class, and sexuality in graduate school education. *Journal of Social Work Education*, 52(3), 283-296. doi:10.1080/10437797.2016.1174636  
<https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10437797.2016.1174636>
- Campbell C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. *Critical Social Work*, 13(1), 67-81  
<https://ojs.uwindsor.ca/index.php/csw/article/view/5849>
- Delgado, R., & Stefancic, J. (Eds.). (2017). *Critical race theory: An introduction* (3rd ed.). NYU Press.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4714300>
- Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37(4), 267-276.  
<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1007/s10615-009-0198-0>
- Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., & Torres, A. (2020). Cree relationship mapping: Nêhiyaw kesi wâhkotohk – how we are related. *First Peoples Child & Family Review*, 15(1), 44-61.  
<https://www.erudit.org/fr/revues/fpcfr/2020-v15-n1-fpcfr05200/1068362ar/>
- Sitter, K. C. & Burke, A. (2015). Praxis with self-advocates: Exploring participatory video as radical incrementalism. *Catalyst*, 6(1).  
<https://trace.tennessee.edu/catalyst/vol6/iss1/6/>

### **Multimedia:**

The Right to Love Group: <https://www.youtube.com/watch?v=WhrFdlFqSHU>

TED Talk by Kimberlé Crenshaw, The Urgency of Intersectionality:

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

TEDtalk by Professor Ibram X. Kendi, The Difference Between Being “Not Racist” and Antiracist:

<https://www.youtube.com/watch?v=KCxbl5QgFZw>

Additional articles and multimedia may be added throughout the course based on guest lectures.

### **REQUIRED TEXTBOOKS AND/OR READINGS**

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.

### **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**

This course supports learners to gain foundational knowledge related to social work principles, theory, and practice. It thus prepares them to understand and to critically examine theoretical concepts and practice frameworks offered in other courses.

<b>CLASS SCHEDULE</b>			
Date	Topic	Required Readings	Assignments
September 8	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course and assignment overview</li> <li>• What is critical social work?</li> </ul>	<ul style="list-style-type: none"> <li>• CH. 1: Baines, D. (2017). Anti-oppressive practice: Roots, theory, tensions.</li> <li>• CH 18: LaRose, T. (2017). Reflection as resistance: YouTube, digital stories, and critical reflexivity</li> <li>• Campbell C., &amp; Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. <i>Critical Social Work, 13</i>(1), 67-81.</li> </ul>	
September 15	<ul style="list-style-type: none"> <li>• Neoliberalism, inequality, and change</li> <li>• Overview of social work theories, models, worldviews and perspectives</li> <li>• Generalist practice in the context of community and social change</li> </ul>	<ul style="list-style-type: none"> <li>• CH. 2: Baines, D. (2017). Anti-oppressive practice: Neoliberalism, inequality, and change.</li> <li>• CH. 7: Fay, J. (2017). Let us work together: Welfare rights and anti-oppressive practice.</li> <li>• Anzaldua, G. (2015). Geographies of Selves—Reimagining identity: Nos/otras (us/other), las nepantleras, and the new tribalism</li> </ul>	<b>Assignment 2 Approval</b>
September 22	<ul style="list-style-type: none"> <li>• Critical Race Theory</li> <li>• Critical Feminist Perspectives</li> <li>• Intersectionality</li> </ul>	<ul style="list-style-type: none"> <li>• Delgado, R., &amp; Stefancic, J. (Eds.). (2017). Critical race theory: An introduction</li> </ul>	

		<ul style="list-style-type: none"> <li>• Bubar, R., Cespedes, K., &amp; Bundy-Fazioli, K. (2016). Intersectionality and social work: Omissions of race, class, and sexuality in graduate school education.</li> <li>• CH. 12: Brown, C. (2017). Creating counter-stories: Critical practice and feminist narrative therapy.</li> <li>• Multimedia: TEDtalk by Kimberlé Crenshaw on intersectionality</li> </ul>	
September 29	<ul style="list-style-type: none"> <li>• Critical disability theories</li> <li>• Problematizing social work as a 'helping' profession</li> </ul> <p>Guest: TBA</p>	<ul style="list-style-type: none"> <li>• CH 8: Wehbi, S (2017). Disability rights and justice activism: Lessons for anti-oppressive community building.</li> <li>• Sitter, K. C. &amp; Burke, A. (2015). Praxis with self-advocates: Exploring participatory video as radical incrementalism. <i>Catalyst</i>, 6(1).</li> </ul> <p>Multimedia: The Right to Love Group.</p>	<b>Assignment 1 due</b>
October 6	<ul style="list-style-type: none"> <li>• Indigenous approaches and ways of knowing</li> </ul>	<ul style="list-style-type: none"> <li>• CH. 6: Freeman, B. (2017). Soup days and decolonization: Indigenous pathways in anti-oppressive practice.</li> <li>• Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. <i>First Peoples Child &amp; Family Review</i>, 14(1), 22-42.</li> </ul>	

October 13	<ul style="list-style-type: none"> <li>• Indigenous approaches and ways of knowing</li> <li>• Guest speaker: TBA</li> <li>• Cree Kinship Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., &amp; Torres, A. (2020). Cree relationship mapping: <i>nêhiyaw kesi wâhkotohk</i> – how we are related.</li> </ul>	
October 20	<ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>		<b>Assignment 2</b>
October 27	<ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>		<b>Assignment 2</b>
November 3	<ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>		<b>Assignment 2</b>
November 11	<b>Remembrance Day and Fall Break – No Classes All Week</b>		
November 17	<ul style="list-style-type: none"> <li>• Social justice and critical clinical practices</li> <li>• Client centered theory and empowerment theory</li> </ul>	<ul style="list-style-type: none"> <li>• CH 14: O’Neill, L. (2017), Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences?</li> <li>• CH. 15: Smith, K. (2017). Occupied spaces: Unmapping standardized assessments.</li> </ul>	
November 24	<ul style="list-style-type: none"> <li>• Anti-oppressive practice and anti-racism</li> </ul>	<ul style="list-style-type: none"> <li>• CH. 13: Joseph, A. (2017). Pathologizing distress: The colonial master’s tools and mental health services for ‘newcomers/immigrants.’</li> <li>• CH 4: Pon, G., Phillips, D., Clarke, J., &amp; Abdillahi, I. (2017). Who’s protecting whom? Child welfare and policing black families.</li> <li>• Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. <i>Clinical Social Work Journal</i>, 37(4), 267-276.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Multimedia: TEDtalk by Professor Ibram X. Kendi</li> </ul>	
December 1	<ul style="list-style-type: none"> <li>• Advocacy, activism, and social work</li> </ul>	<ul style="list-style-type: none"> <li>• CH 5: Baines, D. (2017). Bridging the practice-activism divide: Advocacy, organizing, and social movements.</li> <li>• CH. 17: Ross, M. (2017). Social work activism within neoliberalism: A big tent approach?</li> </ul>	<b>Assignment 3 due</b>
December 8	<ul style="list-style-type: none"> <li>• Multi-sensory project sharing and dialogue</li> <li>• Review and reflection</li> </ul>	<ul style="list-style-type: none"> <li>• CH. 20: Benjamin, A. (2017). Doing-anti-oppressive social work: The importance of resistance, history and strategy</li> </ul>	

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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.

## ASSESSMENT COMPONENTS

There is no midterm or final exam in SOWK 365. Your course grade will be determined by your ongoing level of participation (10%) and three assignments during the term: 1) Reflection paper (25%), 2) Group presentation (30%), and 3) Multisensory assignment (35%).

### **Course Participation**

Due Date: Ongoing

Value: 10% of final course grade

Affiliated CLOs: 5

Students are expected to demonstrate that they are taking responsibility for their own learning and are full participants in the class. The participation mark will be made up of three components: attendance; preparation for class (demonstrated through reading and completing asynchronous requirements); and participation in online and in-class discussions, activities, and group work. As indicated on pg. 6, students are responsible for contacting the instructor to make alternate arrangements if they are not able to attend a Zoom session.

Students will have the opportunity to self-evaluate their level of participation in the course, however the final participation grade will be assigned at the discretion of the instructors.

Grading Criteria:

Students will further demonstrate participation through:

- Punctuality
- Attentiveness in class through active listening
- Responding to and valuing other students' contributions as well as guest speakers' views
- Volunteering opinions, ideas, and reactions appropriately
- Willingness to evaluate their own learning
- Demonstration of critical thinking

### **Assignment 1: Reflection Paper (Individual Assignment)**

Due Date: September 30

Value: 25% of final course grade

Affiliated CLOs: 1, 2, and 5

Students will write a reflection paper based on three required readings and two additional sources. This paper incites reflections about themselves as emerging social workers, their social locations, the communities they serve, and the themes, theories and concepts learned throughout the course. Students will be given guiding questions to help them think about their practice, these will be provided in class and posted to D2L.

Length: 7-8 pages double-spaced (excluding title page and references)

Format: APA 7th edition.

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

## **Assignment 2: Group presentation**

Due Date: October 20, October 27, & November 3.

Value: 30% of final course grade

Affiliated CLOs: 1, 3, 4, 5

On the first day of class, students will form small groups (maximum 5 group members) on the basis of their common interest in a specific topic. This may be a program, initiative, social justice movement, organization, or a piece of legislation that addresses a type or types of oppression or issue that is/are relevant to social work practice. Group presentations must include a critical analysis of the focus, application of relevant theoretical concepts, reflexive use of practical approach(es), and personal growth. Creativity can be shown in the facilitation style and organization. The topic must be approved by the instructors on September 15.

Group members will work together to present and facilitate class discussions inclusive of resources that can help the audience understand the significance of the topic. To facilitate active learning, the presentation should include questions for discussion and/or a brief activity. Students will have 40 minutes to present their topic, answer questions, and lead class discussion (a minimum of 10 minutes should be allocated for questions and discussions).

Format: Group members will create a PowerPoint or Prezi to present to the class and to post as a resource in D2L. Any references and images used in the presentation should adhere to APA 7th Edition.

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

## **Assignment 3: Multisensory assignment (Individual Assignment)**

Due Date\*: December 1<sup>st</sup>

Value: 35% (Part 1: 15%; Part 2: 20%)

Affiliated CLOs: 3, 4, 5

**Part 1:** This reflexive exercise will give you an opportunity to critically explore your social location and how this has influenced your values, beliefs, and biases in relation to anti-oppressive practice. Reflect on your own approach to anti-oppressive practice and the theories, discussions, and experiences informing your professional development. Identify what you see as the most pressing challenges facing critical social work, and the strengths and barriers in adopting anti-oppressive praxis.

Length: 7-10 minutes

Format: Audio and/or visual recording

\*Please submit in the dropbox via D2L by December 1<sup>st</sup>.

**Part 2:** Multisensory storytelling draws on our senses and calls for attending to the creation and engagement of our knowledge beyond written text. With this consideration, develop a multisensory representation of your reflection (e.g. oral, visual, written, spatial, olfactory, or tactile). Examples will be discussed in class.

Format: Multisensory representation and a 300-word description

Students are expected to include a brief caption and title of piece, no longer than 300 words as commentary.



\*Submit a brief (maximum 250 words) description on your chosen format via D2L by November 3rd. Students are required to post their submission and 300-word description to the respective discussion board thread on D2L. Students are required to view and respond to at least 2 other submissions made by their peers by December 8<sup>th</sup>. An exploratory discussion about the creative submissions and process will be held the synchronous Zoom session on December 8<sup>th</sup>

Grading Criteria/Rubrics: The composite submission is based depth of theoretical depth, detail, and critical reflection. Criteria for assessment and multisensory examples will be provided in class and a rubric will be posted on D2L. Students will have time in class to explore innovative and creative ways to develop their assignment.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Written assignments should be submitted as a Word document and labeled as follows: “First and Last Name and Assignment Number” (e.g. Jane Smith Assignment 1). Assignments are due before midnight on their due date. It is the student’s responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Alternative arrangements must be made with the instructor prior to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

### **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>

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Students should contact the instructors if they need to miss a class. Alternative arrangements or make up assignments may be arranged at the instructors’ discretion

### **EXPECTATIONS FOR WRITING**

Written 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 academic papers, presentations, and discussion posts must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

## 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.

1. Student evaluation is an ongoing process of assessing and clarifying the extent to which the student is applying knowledge learned from the course.
2. Feedback is essential for the reinforcement of learning and identifying strengths and limitations.
3. The evaluation process is primarily a learning tool and should facilitate efforts to integrate theory and practice.

## 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/](http://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**