



<b>Course &amp; Session Number</b>	<b>SOWK 300 L08</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Generalist Practice in Context Course		
<b>Dates and Time</b>	<p>Start of Classes: September 6, 2022</p> <p>End of Classes: December 7, 2022</p> <p>Dates and Time: Zoom sessions Mondays from 6:00-8:00pm MST (see section on Class Schedule below for full details)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u><sup>1</sup>.</p>		
<b>Instructor</b>	<p>Viveka Ichikawa, MSW, BSW, RSW</p> <p>Christa Sato, MSW, BSW, BA, RSW</p>	<b>Office Hours</b>	Mondays: 5:00-6:00pm MST (via Zoom) or by appointment
<b>UCalgary E-mail</b>	<p><a href="mailto:viveka.ichikawa@ucalgary.ca">viveka.ichikawa@ucalgary.ca</a></p> <p><a href="mailto:clsato@ucalgary.ca">clsato@ucalgary.ca</a></p>	<b>UCalgary Phone</b>	By email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples,

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

## **SYLLABUS STATEMENT**

Examination of the professional use of self in relation to the knowledge, values, and skills pertaining to the practice of generalist social work practice in rural, remote, and Aboriginal communities. Course Hours: 6 units; F (6-0)

## **COURSE DESCRIPTION**

Through readings, discussion, lectures and other class activities, students are introduced to the core concepts of generalist social work practice. A series of modules address skills, theories, and approaches of generalist practice. These modules include generalist practice; critical thinking and approaches to social work practice; crisis, task-centered, and systems, complexity, chaos & ecological approaches; strengths, solution focused, narrative, social justice, advocacy & empowerment approaches; Indigenous and rural practice contexts; and diverse practice contexts.

## **COURSE LEARNING OUTCOMES**

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

1. Articulate the conceptual elements of various social work theoretical approaches;
2. Identify the cultural assumptions and biases underlying generalist social work practice and critique its application in diverse contexts;
3. Discuss major theoretical frameworks in social work as they pertain to generalist social work practice;
4. Demonstrate critical thinking in appraising various theoretical approaches to social work practice;
5. Apply a range of theoretical approaches to varying contexts for social work practice;
6. Understand and integrate an anti-oppressive approach to generalist practice;
7. Demonstrate critical reflection and reflexivity in their analysis of social work theories and contexts, as it relates to their own social location and their own choice of practice framework(s).

## LEARNING RESOURCES

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

Payne, M. (2021). *Modern Social Work Theory*. (5th ed). Oxford University Press.

Specific module readings are outlined below. Readings that are not in the text will be available through D2L.

#### Module 1 Readings:

Lee, E. O. J., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project. *Journal of Critical Anti-Oppressive Social Inquiry*, 1(1), 1–20.

<https://caos.library.ryerson.ca/index.php/caos/article/view/96>

Miley, K. K., O’Melia, M., & DuBois, B. (2016). Generalist Social Work Practice. In K. K. Miley, M. O’Melia, & B. DuBois (Eds.), *Generalist social work practice: An empowering approach* (8th ed., pp. 1–20). Allyn & Bacon.

[http://catalogue.pearsoned.ca/assets/hip/us/hip\\_us\\_pearsonhighered/samplechapter/0205789811.pdf](http://catalogue.pearsoned.ca/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205789811.pdf)

From the Textbook

- Chapter 1: The social construction of social work theory

#### Module 2 Readings:

Fook, J. (2015). Reflective practice and critical reflection. In J. Lishman (Ed.), *Handbook for practice learning in social work and social care: Knowledge and theory* (3rd ed., pp. 440–454). Jessica Kingsley Publishers.

[https://search-alexanderstreet-com.ezproxy.lib.ucalgary.ca/view/work/bibliographic\\_entity%7Cdocument%7C3368749#page/442/mode/1/chapter/bibliographic\\_entity%7Cdocument%7C3368749](https://search-alexanderstreet-com.ezproxy.lib.ucalgary.ca/view/work/bibliographic_entity%7Cdocument%7C3368749#page/442/mode/1/chapter/bibliographic_entity%7Cdocument%7C3368749)

From the Textbook

- Chapter 3: Connecting theory and practice
- Highly Recommended Reading – Chapter 2: Evaluating social work theory

#### Module 3 Readings:

From the Textbook

- Chapter 6: Crisis and task-centred practice
- Chapter 9: Systems, complexity and chaos

Klemmer, C. L., & McNamara, K. A. (2020). Deep Ecology and Ecofeminism: Social Work to Address Global Environmental Crisis. *Affilia*, 35(4), 503–515.

<https://doi.org/10.1177/0886109919894650>

#### Module 4 Readings:

##### From the Textbook

- Chapter 11: Social construction practice: strengths and solutions
- Chapter 12: Social construction practice: narrative practice
- Chapter 14: Social justice, advocacy and empowerment

Este, D., & Sato, C., & McKenna, D. (2017). The Coloured Women's Club of Montreal, 1902–1940: African-Canadian women confronting Anti-Black racism, *Canadian Social Work Review*, 34(1), 81–99. <https://id.erudit.org/iderudit/1040996ar>

#### Module 5 Readings:

Truth and Reconciliation Commission of Canada (2015). *Calls to Action*.

[https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1–40. <https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554>

#### Module 6 Readings:

##### From the Textbook

- Chapter 18: Anti-oppressive, Indigenous and multicultural sensitivity practice

Choose at least one of the following readings in an area of interest, or select an article/reading of your choice in an area relating to social work practice with diverse populations:

Baines, D. (2017). An overview of anti-oppressive practice: Roots, theory, tensions. Doing anti-oppressive practice: Social justice social work. In D. Bains (Ed.), *Doing anti-oppressive practice: Social justice social work* (3rd ed., pp. 2–29). Fernwood Publishing.

Hicks, S., & Jeyasingham, D. (2016). Social work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *British Journal of Social Work*, 46(8), 2357–2373.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=120757883&site=ehost-live>

Maynard, R. (2017). Devaluing Black life, demonizing Black bodies: Anti-Blackness from slavery to segregation. In *Policing Black Lives in Canada: State Violence in Canada from Slavery to the Present*. (pp. 17–49). Fernwood Publishing.

Randall, W. L., Clews, R., & Furlong, D. (2015). Recurring themes. In W. L. Randall, R. Clews, & Furlong, D. (Eds.), *The tales that bind: A narrative model for living and helping in rural communities* (Chapter 15, pp. 156–171). Toronto Press. Available at University of Calgary Ebook Central <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3297093>

Siddiqui, S., Benning, T. B., & Chinnapen, Y. (2018). An exploratory study of the experiences of adult multiracial community mental health clients in a metro Vancouver city. *Diversity and Equality in Health and Care*, 15(1), 30–38.

Wilkins, D. (2012). Ethical dilemmas in social work practice with disabled people: Young adults with autism. *Ethics and Social Welfare*, 6(1), 97–105.

Kelly, B. L., & Doherty, L. (2016) Exploring nondeliberative practice through recreational, art, and music-based activities in social work with groups. *Social Work with Groups*, 39(2-3), 221–233.  
<https://doi.org/10.1080/01609513.2015.1057681>

### **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 300 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 301 – Generalist Practice in Context Portfolio Project.

### **CLASS SCHEDULE**

#### **Important Dates for Fall 2022**

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Term Break: Sunday, November 6 to Saturday, November 12, 2022

#### **Class Schedule**

<b>Module Dates</b>	<b>Module: Topic</b>	<b>Zoom Sessions</b>
Tue Sept 6 – Sun Sept 18	Module 1: Generalist Practice	Mon Sept 12, 6-8pm MST
Mon Sept 19 – Sun Oct 2	Module 2: Critical Thinking & Approaches to Social Work Practice	Mon Sept 19, 6-8pm MST
Mon Oct 3 – Sun Oct 16	Module 3: Crisis, Task-Centered, Systems, Complexity, Chaos, & Ecological Approaches	Mon Oct 3, 6-8pm MST
Mon Oct 17 – Sat Nov 5	Module 4: Strengths, Solution-Focused, Narrative, Social Justice, Advocacy & Empowerment Approaches	Mon Oct 17, 6-8pm MST Mon Oct 24, 6-8pm MST
Sun Nov 6 – Sat Nov 12	Term Break	No Classes
Sun Nov 13 – Sun Nov 27	Module 5: Indigenous Contexts for Practice	Mon Nov 14, 6-8pm MST
Mon Nov 28 – Wed Dec 7	Module 6: Diverse Contexts for Practice	Mon Nov 28, 6-8pm MST Mon Dec 5, 6-8pm MST

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

#### **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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

#### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom 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**

**Assignment 1: Conversation about Social Work (10% for reflection, 5% for replies) (15%) – reflections due Sunday, September 18 at 11:59pm MST; responses due Monday, September 26 by 11:59pm MST**

Aligned Course Learning Outcomes: 2, 7

Assignment Description: For this assignment, you will hold a 30-minute conversation with a person that is not a social worker. You may engage in a conversation with a professional person, a non-professional, or a family member. This conversation is meant to explore perceptions of social work and how its histories are maintained and/or erased. Guiding questions will be provided in D2L. After your conversation, complete a reflection on how social work is perceived in society. In this reflection, you will have an opportunity to integrate your learnings from your conversation with the module readings and your own experiences. The reflection can be submitted in a written or alternative format that aligns with students' learning styles and strengths (e.g., audio/visual recording, poetry, comic, etc.).

Below are some questions to guide your reflection. Please note that you are not limited to addressing only these questions, nor are you required to address all of them.

- What is your understanding or perception of social work practice and goals in comparison to how social work was perceived by the person you had a conversation with? What do you think this means?
- What current/future challenges do you see for the profession of social work?
- What is the role of social work in the 21<sup>st</sup> century? (or the next 20-30 years)?

Post your reflection to the dedicated discussion board for this assignment in D2L by September 18.

Then, review at least two of your other classmates' reflections, and offer a thoughtful, reflective and supportive commentary/response (200-250 words for each of 2 response posts). Responses will be assessed based on length and depth of response (i.e., illustrative of critical thinking, reflection and integration of module materials) and are due by September 26. Students are also encouraged to monitor their own original reflections and the comments made by their peers.

Assessment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

**Assignment 2: Case Application (40%) – due Sunday, November 13<sup>th</sup> at 11:59pm MST**

Aligned Course Learning Outcomes: 1, 2, 3, 4

Assignment Description: For this assignment, you will select a social work theory of your choice (from the textbook or other theory), demonstrate your understanding of the theory, and then apply the theory to a case provided.

At least 3 cases will be posted on D2L for students to choose from, including an individual, group, and a community case. Students will:

- Demonstrate a comprehensive understanding of the social work theory selected in application to the case, including foundation and knowledge base of the theory, main tenets of the theory, strengths and limitations.
- Apply the theory to a case provided, including their understanding, assessment or analysis of the case, and possible interventions.
- A detailed rubric for the assignment will be provided in class. Length = 2,000 to 2,500 words (8-10 pages double-spaced), plus references. Minimum 5 references.

Assessment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

### **Assignment 3: Final Course Reflections (15%) – due Monday, December 12<sup>th</sup> at 11:59pm MST**

Aligned Course Learning Outcomes: 4, 5, 6

Assignment Description: In our last two modules, we explore working with a variety of diverse communities and settings. For the final assignment, you will discuss and reflect on module 5 and 6 learnings, in the context of course learnings, and how they influence your current/future social work practice. Submit a reflection that summarizes your module and course learnings, as follows:

- Your learnings about decolonization and the Truth and Reconciliation Commission of Canada. What are the implications to Indigenous peoples, families, and communities? What are the implications for social work practice?
- What are your areas of strengths and areas for growth in regards to working with diverse populations? Are there some communities or populations that create discomfort? Are there particular areas or populations of interest?
- What are the 2-3 key learnings you are taking away from the course?

Reflections can be submitted in a written or alternative format that aligns with students' learning styles and strengths (e.g., audio/visual recording, poetry, comic, etc.). This assignment will be graded based on evidence of critical thinking, analysis, and self-reflection. Please include 1-2 references (these can be from the course readings or others).

Assessment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

### **Assignment 4: Engagement (30%) – Self-evaluation due Friday, December 9<sup>th</sup> at 11:59pm MST**

Aligned Course Learning Outcomes: 7



Assignment Description: The engagement grade awards you marks for your dedication for being an active learner in the different components of the course. The engagement grade will be allocated based on the following elements:

- Your active engagement on the D2L discussion boards. You are expected to contribute at least 9 postings to the discussion board modules throughout the course.
- Keep in mind that just logging on is not the same as actively engaging. Assessment of posts will be based on timeliness, relevance, and quality. Quality of postings will be assessed based on the depth of the contribution – therefore, postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. will be graded higher than those that restate or repeat information.
- Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. We expect you to be open about your reactions to topics and respectfully challenge one another. We also encourage and expect you to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to you.
- Your attendance and active engagement in the Zoom sessions. You are required to attend and engage in all mandatory Zoom sessions for the course. If you must miss a session for a valid reason, please contact the instructor prior to the session to notify them and arrange a make-up assignment.

At the end of the term, submit a self-evaluation of course participation in which you assess your contribution to course activities. Your engagement mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation. Marks will be assessed based on the following criteria:

- Modules 1-6 discussion boards
- Zoom sessions (attendance and active engagement in Zoom sessions)
- Self-evaluation

Assessment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND ENGAGEMENT EXPECTATIONS**

- Students are expected to attend all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor prior to the session 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.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. 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 at the discretion of the instructor.

### **EXPECTATIONS FOR WRITING**

- Most 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 7<sup>th</sup> edition 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>

<b>GRADING</b>
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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. This grading system overrides the grading system in D2L.

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**

Co-instructors will seek student feedback at midterm to determine areas where students may require additional support and to create opportunities to better enhance students’ learning experiences for the remainder of the course. 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 co-instructors.

**ADDITIONAL SUGGESTED READINGS**

Additional suggested readings are available 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’s Code of Conduct.

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 \(2019\)](#).

### **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. 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. Please refer to the full policy on [Student Accommodations](#).

### **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](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### **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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the

Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **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 and Gender-Based 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 and Gender-based 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.

### **Other Important Information**

Please visit the Registrar's website 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